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Dissertation

AN ANALYSIS OF THE CLOSELY  
GRADED LESSONS FOR CHILDREN IN  
THE LIGHT OF THE LAWS OF GROWTH

by

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requirements for the degree of  
Doctor of Philosophy  
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## INTRODUCTION



## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### A. The Problem

Statement of the problem. The problem of this dissertation is to analyze the Closely Graded Lessons for Kindergarten, Primary, and Junior children of ages 4 to 11 years in the light of the laws of growth.

The perspectives of Arnold Gesell, selected psychologists, and religious educators will be examined to discover at what points they agree or disagree concerning the development of the child and his learning readiness at a certain age level. Consequently it is necessary to include a comparative study of the books and articles of those mentioned to prove the value of and the deficiencies in the Closely Graded Lessons.

Importance of the study. Since several million children are involved in the educational program of the Methodist Church, it is important to test with careful scrutiny whether the curriculum, methods, and materials fulfill the ideals of sound educational theory and to what extent they deviate from such norms if deviation should prove to be the case. It is also significant to determine whether the avowed educational ideals of the Graded Lessons are implemented by the types of materials and methods consistent with these ideals. If the Closely Graded Lessons



are found to be adequate in these respects, then teachers may use the lessons with renewed confidence that they are guiding the children in experiences commensurate with the stage of maturity of the children, and their readiness to learn.

### B. Definitions of Terms Used

Growth. Growth is an active, dynamic process that involves ceaseless change.<sup>1</sup> There are two aspects of change which take place. It is said that the child is "growing" and "growing up." He "grows" by increase in size; e.g., he gains more inches and pounds. He also "grows up" by maturing or by changing in structure and by improving in function, with resulting improvements in his ability. He acquires more complex skills because his nervous system and general bodily structure are maturing, hence are capable of more co-ordinated and controlled action.<sup>2</sup>

Younger children are not only smaller than older ones; they are also simpler organisms, both physically and psychologically. The young baby, for example, learns motor controls over his larger muscles first. Only gradually can he master such fine coordinations as are required for reading and writing.<sup>3</sup>

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1 Skinner, C. E., and P. L. Harriman, Child Psychology, p. 2.

2 Breckenridge, M. E., and E. Lee Vincent, Child Development, pp. 4-5.

3 Ibid., p. 5.



Emotions are also simpler in the younger child. Babies are joyous or miserable about rather simple things. Differentiation of structure and accumulation of experience produce more complex emotional reactions to more complex situations. If children are permitted to continue the expressing of "full blast" emotions about simple babyish things, instead of growing into greater controls and more "civilized" responses to more "grown up" situations, adults are failing to help them to<sup>4</sup> live up to their growth potentialities.

Development. Development is not only change, but change which results in a new ability, power, skill, shape, or mass. Development is schematic or according to a systematic arrangement. When the schema becomes additive, there is growth development.<sup>5</sup>

Development implies a passage from a lower to a higher stage of activity, growth, or function; it is a step toward the completion of an alterative process. Development is marked by advancement, unfolding, enhancement. Child life is a developmental process, a process characterized by an increase or growing completeness of structure and function.<sup>6</sup>

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4 Loc. cit.

5 Boynton, Paul L., Psychology of Child Development, p. 6.

6 Ibid., p. 7.



The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$ . It is shown that  $f(x)$  is a constant function, and the value of this constant is determined by the initial condition  $f(0) = 1$ . The second part of the paper is devoted to the study of the properties of the function  $g(x)$  defined by the equation  $g(x) = \int_0^x g(t) dt$ . It is shown that  $g(x)$  is a constant function, and the value of this constant is determined by the initial condition  $g(0) = 1$ .

The third part of the paper is devoted to the study of the properties of the function  $h(x)$  defined by the equation  $h(x) = \int_0^x h(t) dt$ . It is shown that  $h(x)$  is a constant function, and the value of this constant is determined by the initial condition  $h(0) = 1$ . The fourth part of the paper is devoted to the study of the properties of the function  $k(x)$  defined by the equation  $k(x) = \int_0^x k(t) dt$ . It is shown that  $k(x)$  is a constant function, and the value of this constant is determined by the initial condition  $k(0) = 1$ .

The fifth part of the paper is devoted to the study of the properties of the function  $l(x)$  defined by the equation  $l(x) = \int_0^x l(t) dt$ . It is shown that  $l(x)$  is a constant function, and the value of this constant is determined by the initial condition  $l(0) = 1$ . The sixth part of the paper is devoted to the study of the properties of the function  $m(x)$  defined by the equation  $m(x) = \int_0^x m(t) dt$ . It is shown that  $m(x)$  is a constant function, and the value of this constant is determined by the initial condition  $m(0) = 1$ .

THE END



Growth and Development Point of View. Growth takes place slowly and continuously. It is dependent upon many factors such as education, maturation, environment, endocrine secretions, health, and so on.<sup>7</sup> In a large sense, early developments are predictive of what is to follow. Growth involves a continuous reorganization of experience. Every phase of growth is based upon preceding experiences; and each experience influences the course of later growth. Consequently it is of great importance to parents and teachers that growth is most rapid during the early years of life. By establishing the proper controls in home and school, it is possible to ensure the most desirable growth.<sup>8</sup>

Many studies in child development point to the conclusion that there is a fair degree of constancy in the relative growth rates. There may, however, be exceptions and no child should be expected to conform in all particulars to broad standards. For example a well-known height-weight table indicates that a five-year-old boy is thirty-eight inches tall and thirty-four pounds in weight. That does not mean that every boy of five years must have this height-weight status. This is merely the average for the age.<sup>9</sup>

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7 Skinner and Harriman, op. cit., pp. 2-3.

8 Ibid., p. 4.

9 Ibid., pp. 5-6.



Other interesting observations concerning growth are that growth proceeds from generalized to specialized behavior, from mass movements to particularized actions. Growth also implies integration. This term refers to the process of unifying "parts" into a whole so that the individual operates smoothly,<sup>10</sup> easily, and economically with resultant satisfaction.

Growth takes place in orderly fashion according to laws which are now rather well understood. The Laws of Growth, as considered in this paper are the following:

1. Law of Readiness
2. Law of Exercise with a Purpose
3. Law of Effect

Law of Readiness. The law of readiness considers whether or not the child has attained a state of maturity such that he is able to act in a certain way. For example the motor control of the eyes precedes that of the fingers; head balance precedes body balance; palmar prehension precedes digital prehension; voluntary grasp precedes voluntary release. Banging comes before poking; vertical and horizontal hand movements before circular and oblique; crawling before creeping; creeping before up-right walking; gestures before words; jargon before speech;<sup>11</sup> solitary play before social and so on.

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<sup>10</sup> Ibid., p. 6.

<sup>11</sup> Gesell, A., and Frances Ilg, Infant and Child in the Culture Today, p. 11.



Though the child is influenced mightily by his in-born propensities, one of the most important factors in the law of readiness is the child's personal relationships. As a human plant he needs a rich network of personal relationships on which to project his tendrils. In every household there is a web of life, an interdependence of persons, which becomes registered in the growing personality. With constant and sympathetic care he acquires a sense of security. This sense of security is built up steadily by his<sup>12</sup> daily experiences.

The first and last task of the adult is to understand the child, to comprehend the limitations and the configurations of his individuality. Thus there should be kindness and tolerance for the "faults" of children are the symptoms<sup>13</sup> of immaturity.

Law of Exercise with a Purpose. Exercise with a purpose is the second law of growth. Growth is not produced by mere repetition. For example, a child repeating an illegible scrawl would never learn the skill of writing nor the six-year-old to throw a ball. He learns to hit his objective mostly by missing it. At first he throws awkwardly but in later trials he may do better. Through six years of seeing his eyes have learned to judge distances much better

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<sup>12</sup> A. Gesell, "Infants are Individuals," Child Study, May, 1938.

<sup>13</sup> Loc. cit.





than in infancy. His eyes notify him of the relation of his attempt to the objective. He feels himself into the muscle-eye coordination. Others cannot "feel" for him although<sup>14</sup> they may give helpful suggestions. He must do his own growing and his own learning. Learning arises out of experiences as meaning and reenters experience as an instrument of control.<sup>15</sup>

On the higher levels of behavior there occurs a delay between the stimulus and the response made by the person. This delay is filled with consciousness, reflective thought, the criticism of ends and means, evaluation, deliberate choice and the exercise of a determining will.<sup>16</sup> This is purposive behavior. It is in this field that the remaking of human nature is possible. The objective of religious education is the creation of a type of person whose behavior is brought under the control of Christlike ideals and purposes. The only instruments that will serve at this<sup>17</sup> level of creative experience are choice and purpose. These

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14 Bruce, W. F., and Frank S. Freeman, Development and Learning, p. 352.

15 Bower, William Clayton, The Curriculum of Religious Education, p. 53. Note: The writer is conscious that this is an older book than others used. The reference is used because of its important thought content. Bowers is Professor of Religious Education in the University of Chicago.

16 Ibid., p. 46.

17 Ibid., p. 87.





should bring satisfaction to the growing person.

Law of Effect. The law of effect is based upon the satisfaction or dissatisfaction accompanying or following the response to a situation. Two kinds of satisfaction or emotional effect may be distinguished. Children enjoy physical activity. They find satisfaction in movement irrespective of objectives. Later when they choose objectives for themselves, they find satisfaction in moving toward those objectives. As an example the small child finds satisfaction in throwing objects without regard to what they hit. The older child chooses to throw at targets or enemies and to friends. He receives satisfaction both from the movements and the effective results attained through increasing skills.

Satisfaction is more than a simple feeling attached or added to a particular act. It is an integral aspect of a process which may involve joy in movement, perception of an objective and skillful attainment of that objective. Satisfaction is part of the very "fabric" or pattern of behavior. Adults watching a small child learning to walk, a six-year-old playing catch, or an eleven-year-old building airplane models may come to see that any individual who chooses an objective appropriate to his abilities and who



is provided with suitable conditions of protection and encouragement, as well as with tools and materials, will learn much through his own efforts. He also experiences<sup>19</sup> satisfaction in the process.

Satisfaction is heightened through success in an attempt, the approval of others and the understanding of the goal or purpose. Satisfaction need not be immediate if the child understands the goal and if he faces his problem with understanding adults who share the quest with him.<sup>20</sup>

Christian Fellowship. As child and adult join together in search for a solution of some problem in thought or living, they each have an attitude of willingness to be changed while finding the solution. Each undergoes changes within an atmosphere which now is frequently called "shared experience." In the New Testament, "shared experience" is<sup>21</sup> called fellowship.

In the home, it means that parents and children face life together, each helping the other in thought and action, each learning from and through and with the other. All are growing together. In the church it means that children and

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<sup>19</sup> Ibid., pp. 354-371.

<sup>20</sup> Sherrill, Lewis J., Understanding Children, pp. 94-101.

<sup>21</sup> Ibid., p. 107.



teacher kindle one another's interests and purposes. The children catch the enthusiasm of their maturer friend, and go with him in some quest for richer knowledge, more Christ-<sup>22</sup> like ways of living and deeper insights and appreciation.

Christian. A Christian signifies one who follows Christ's precepts and example; one who is Christlike, kindly, beneficent; one who believes in the truth as taught by Him; one who has definitely accepted the religious and moral principles of Christ's life.

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22 Ibid., pp. 107-108.





## ORGANIZATION OF THE DISSERTATION

Chapter 1 of this dissertation is introductory. In Chapter 2 are considered the physical, mental, social and religious development of the kindergarten child age four and five years. In this chapter the viewpoints of Arnold Gesell and Frances Ilg are presented and are compared with the perspectives of selected psychologists, religious educators and with the Closely Graded Lessons for Kindergarten Children, Part 1, Learning in the Church Kindergarten. An attempt is made to discover whether the Closely Graded Lessons are adhering in materials and program to the established laws of growth as set forth by these authorities and as proclaimed by the religious educators themselves.

In Chapter 3 is considered the development of the primary child, age six years. Chapter 4 deals with the primary child, age seven years, and Chapter 5 with the primary child, age eight years. Chapters 6, 7, and 8 deal with the junior child and his development. Chapter 9 contains summary and conclusions.

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Note: The writer is conscious that the child is not divided into physical, mental, social and religious compartments. This method is used to facilitate the study.





## SOURCES OF DATA AND METHOD OF PROCEDURE

Sources of data are the scientific writings of Arnold Gesell and Frances Ilg who follow the biographic-clinical approach to the study of child development. For objective analysis of behavior patterns of the child they have used the Yale Films. The psychologists and religious educators whose works have been studied are well known; the selectivity of their writings is based on each individual author's contribution and reputation in his or her specialized field. This dissertation is limited in that The Closely Graded teacher's textbook of the Kindergarten and Primary groups has been considered for one quarter of each year only. Textbooks for Juniors include the study of the entire year. The analytical and comparative methods are used in the exploration for the research in the field of religious education.



## AVAILABLE LITERATURE

Much literature has been produced in closely related fields to the subject of this dissertation. Gesell and Ilg have produced technical information of worth to parents and all who share the responsibility for the welfare of children. Numerous psychologists have published works on child care and development. The titles of several books by religious educators suggest "growth"; Consider the Children How They Grow, Growing Bigger, A Growing Person. Ligon has written The Psychology of Christian Personality in which much emphasis has been placed upon "growth" and "development". A chart published by The Union-Westminister Character Research Project and entitled, "The Growth and Development of Christian Personality" considers the child in terms of "Physical Development", "Growth in Mental Abilities", "Social and Emotional Development" and "Religious Development". In conjunction with this study and the work of the Union-Westminister Project, Ligon has produced literature for use by cooperating churches. However no record has been found of written research or published books in the writer's chosen field, "An Analysis of the Closely Graded Lessons For Children In The Light of the Laws of Growth".



## CHAPTER II

## THE KINDERGARTEN CHILD (ages 4 and 5 years)

## A. PHYSICAL DEVELOPMENT

The Four-year-old is assertive and tends to go out of bounds. He races up and down stairs. He dashes on his velocipede, and he trapezes on the jungle gym. He runs, hops, skips, and climbs.<sup>1</sup> He enjoys going on errands to the neighbors.<sup>2</sup> Perhaps he runs away from home.

Although he enjoys bodily activity, he is able to sit for a long period at interesting manual tasks. He combines talking with eating; can stand on one foot; cuts on the line with scissors; saws with a handsaw and laces his shoes.<sup>3</sup>

The contrast between the Four and the Five is found in Five's economy of movement in contrast to Four's expansiveness. Five is poised and controlled. His gross motor activity is well developed. Five appears more restrained and less active because he maintains one position for a longer period.<sup>4</sup> He is none-the-less active. He uses his preschool

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1 Gesell, A., and Frances Ilg, Infant and Child in the Culture Today, p. 225.

2 Ibid., p. 233.

3 Ibid., p. 225.

4 Gesell, A., and Frances Ilg, The Child From Five to Ten, p. 72.





toys with more skill and purpose. He is becoming more adept with his hands, likes to lace his shoes, fasten buttons that he can see, "sews wool through holes on a card by turning it over"<sup>5</sup>. He is said to be very helpful. Five has largely overcome his Four-year-old out-of-bounds runaway neighborhood visiting tendencies. Home is to him often indoors<sup>6</sup> and preferably within earshot of his mother.

Because of his physical development, the kindergartner's gross motor activity is high. If proper opportunity for "exercise with a purpose" is provided, and the "effects" are pleasing, he will learn. The proper conditions for purposeful exercise include space and room arrangements for vigorous spontaneous play; materials for creative activities in such fields as music, painting, modeling, block-building, doll-playing; children with whom to play; and the guidance of adults who understand the child and make provision for his physical health and well-being.

Such leaders in the field of psychology as Strang are in agreement that the kindergartner's gross motor activity is high. The Four-year-old walks more steadily, runs more quickly, and climbs in higher and more difficult places than

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5 Loc. cit.

6 Ibid, p. 77.





he did two years earlier. He has fewer falls and bumps. Now, he runs for a purpose more often than he "just runs". He can walk and run longer distances. The most difficult thing for him to do is to be inactive. He is more likely to "get tired of sitting still" than to "get tired".<sup>8</sup>

Between five and six years, he begins jumping rope. He gains skill in balancing himself on rails, the top of a wall, a narrow plank elevated at one end, or a tape or chalk mark on the floor of the barn, garage or nursery. Sufficient balance to use roller skates with four wheels but not ice skates with a single runner can be expected.<sup>9</sup> A sense of rhythm develops during these years. He learns to keep time to music, to beat time with his hands, and to walk and to skip to music. Rather fast tempos appear to be easier for him to follow than slower tempos.<sup>10</sup>

Finer motor coordination is shown by increased ability to carry a pitcher of milk to the table without spilling it, to build more elaborate towers with blocks, to button clothes and to tie his shoes which last year he could lace

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7 Strang, Ruth, An Introduction to Child Study, p. 158.  
Note: Ruth Strang is a psychologist, and associate professor of education at Teacher's College, Columbia University.

8 Loc. cit.

9 Ibid., p. 159.

10 Loc. cit.



only. He can also brush his teeth, dress himself and be responsible for bowel and bladder control.<sup>11</sup>

The Five may be expected to take responsibility for hanging up his clothes and putting away his toys, both of which may be fun. Such assignments as setting the table, pouring tomato juice into glasses, carrying glasses to the table on a small tray and clearing the table may increase his interest and enjoyment of "doing things".<sup>12</sup>

In the home the older preschool child should be a genuine help. He can assist his mother in numerous ways for cleaning the bathroom may be made a pleasant form of water play. Mirrors may be a delight to polish. Given a little piece of dough to knead or to cut out with a thimble, he may be an amateur cook. Lack of helpfulness in later childhood may be attributed to the fact that no opportunities to help were given when the child was eager to do what his mother was doing.<sup>13</sup>

The five-year-old attending kindergarten should be allowed to move about freely for growing bones and muscles need action. For illustration, one particularly restless child was a kindergarten teacher's special concern. The teacher

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11 Ibid., p. 161.

12 Strang, R., A Study of Young Children, pp. 78-79.

13 Strang, R., An Introduction to Child Study, p. 161.



intercepted his restlessness before it became troublesome to the other children. Hand in hand teacher and child walked around seeing what Mary and Johnny were doing, feeding the fish, getting out pictures, and doing interesting and useful things.<sup>14</sup> Thus with proper opportunity for exercise the child ceased his restlessness and was pleased to learn.

The teacher in the church school should try to provide the most healthful environment and schedule possible for her group. Even a dismal but well-ventilated basement room may be made attractive by freshly painted buff colored walls, apple-green chairs and tables and thin gold-colored curtains at the windows.<sup>15</sup> Low hooks are needed for the children's wraps, low shelves for their supplies, low arrangements for toileting. The play materials most enjoyed by the preschool child are those which he can manipulate most easily such as clay, sand, crayons, blocks, dolls, trains, wagons, wheelbarrows.<sup>16</sup> These materials are needed for creative activities in the fields of modeling, block-building, music, painting, doll-playing, dramatization.<sup>17</sup>

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14 \_\_\_\_\_, A Study of Young Children, p. 76.

15 Loc. cit.

16 Morgan, John J. B., Child Psychology, p. 440.

17 Manwell, E., and Sophia Fahs, Consider the Children How They Grow, p. 18.





Such leaders in the field of Christian education as Bickel and Moore are in agreement that learning for four and five-year-olds lies in the realm of action and doing.<sup>18</sup> This is illustrated by the dramatic play of the kindergarten child who turns himself into a hopping bird, a trotting horse, or the pilot of an aeroplane at will, and in so doing<sup>19</sup> learns much about the life he portrays. They add that the child is in need of a healthful room and space, creative materials and equipment if he is to develop physically.

Last is considered the Methodist Closely Graded Lessons for Kindergarten Children, Part 1, Fall Quarter, Learning in the Church Kindergarten.<sup>20</sup> This is a study to see

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18 Bickel, L. V., Teaching Four and Five Year Olds, pp. 16-17.

19 Moore, J. E., Experiences in the Church School, Kindergarten, p. 15.

20 Gardner, Elizabeth, C., Learning in the Church School Kindergarten, Part 1, Fall Quarter. Nashville: Closely Graded Press, 1945. Note: Part I of "Learning in the Kindergarten," Closely Graded Lesson for Kindergarten Children is outlined as follows:

Part I Fall Quarter

Unit 1 We go to church

- a. We find new friends at church
- b. We help at church

Unit 2 Getting ready for winter

- a. Trees and plants are getting ready for winter
- b. Birds and animals are getting ready for winter
- c. Warm coats for all
- d. There is food for winter
- e. A long ago Thanksgiving
- f. We are thankful





whether the materials actually make use of the kindergarten's readiness for learning, provide for exercise with a purpose, and for satisfactions to be realized by the boys and girls as they use the Lessons. The view is expressed by the Closely Graded Lessons that it is not easy to follow these four and five-year-olds in the church school kindergarten for their job in "doing things" expresses itself in constant physical activity. They delight to help; they are constantly experimenting with toys and materials and developing new-found skills. The Fives are more ready for cooperative play than are the Fours. They contribute more mature ideas to group discussion. Their skill in handling scissors is better developed. However both ages share common interests and needs. So the ideas are centered in the experiences of both four and five-year-olds in order that all kindergarten children may find here the opportunity and stimulus for  
 21  
 needed growth.

Accompanying each quarter's material is an envelope

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Unit 3 Christmas time is here

- a. Jesus the Friend
- b. When Jesus was a baby
- c. Gifts for Christmas
- d. The friends who brought gifts to Jesus
- e. Enjoying Christmas experiences

Provision is made also for a session on Children's Fears.



of work materials for every child. Each envelope contains sheets of patterns and suggestions for gifts and other "something-to-do" ideas. Thus the lessons make provision for happy everyday experiences of playing and sharing together at home and at school. Proverbs 20:11 is quoted,  
<sup>22</sup>  
 "Even a child maketh himself known by his doings".

The units for the Closely Graded Lessons for Kindergartners are in agreement with Gesell and other authorities that the gross motor activity of the kindergarten child is high and that this is the point at which development or progressive change with a purpose will be most effective accord-

22 Ibid., p. 9. Note: The following examples illustrate the physical development of kindergarten child as set forth in parts of Learning in the Kindergarten.

Unit 1 We Go to Church (p. 18)

Session 1 The children, through informal play, become acquainted. The story of Jesus and the children is dramatized.

Session 2 The children are urged to care for the church and to keep it beautiful just as Samuel helped Eli.

Unit 2 "Getting Ready for Winter" (pp. 37-38)

Session 1 Finger play (the leaves are falling).

Session 2 Setting up a bird's feeding station.

Session 3 Feeding the birds.

Session 4 Cutting and pasting pictures.

Session 5 Decorating the Thanksgiving basket.

Session 6 Packing Thanksgiving gifts.  
 Delivering gifts.

Unit 3 "Christmas Time is Here" (pp. 87-88)

Session 1 Making Christmas surprises for minister and caretaker.

Session 2 Singing and playing.

Session 3 Decorating room. The children stretch high to fasten the star on the tip of the tree.

Session 4 Dramatization of the Christmas story.

Session 5 Play with familiar playthings and new toys.



ing to his physical development. It is also evident that provision is made for exercise, and the Closely Graded Lessons are so presented as to bring satisfaction to growing boys and girls.

The Closely Graded Lessons agree with the psychologists and religious educators mentioned that the kindergarten needs such materials as dolls and housekeeping toys, blocks, books, drawing and painting materials, work tables, and cabinets to hold out-door treasures such as stones, shells, bird's nests, and cocoons.<sup>23</sup> They agree also that the child does need healthful room and space as well as creative materials and equipment; if he is to develop physically according to the readiness of his being he must find exercise and pleasurable results in his learning and physical growth.

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23 Ibid., pp. 10-14.







## B. MENTAL DEVELOPMENT

The kindergarten child's mental imagery is almost mercurial. It moves from one configuration to another with great agility.<sup>24</sup> This is demonstrated by the ways in which he acquires his knowledge. Experiences which further his learning are: conversations; listening to and telling stories; play and dramatization; drawing, painting, and pictures; experiences with music. Consideration should be given to the fact that the child's memory span is short. Caution should be taken that intense emotions are not aroused.

The kindergartner is a great talker. He is his own self-appointed commentator and often his own audience. His questions come to a peak at this age. He seems to be always asking "How?" and "Why?"<sup>25</sup> He enjoys being read to. Perhaps in this manner he may find the answer to some of his questions. He may spend considerable time in looking at books himself and may even pretend to read. He prefers stories about animals that act like human beings. He shows a fondness for first grade readers which tell about children and what they do.<sup>26</sup>

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24 Gesell, A. and F. Ilg, Op. cit., p. 56.

25 Ibid., p. 226.

26 Ibid., p. 82.



When questioned concerning what he likes best to do, he answers with simply one word "Play". He is indeed a good player. His body is under more smooth skillful control and is more capable of play without too much adult assistance.<sup>27</sup> This is demonstrated in his dramatic play. Here he doffs and dons his roles with the greatest of ease. He dramatizes anything that comes in his ken. Even a hospital bed scene is quickly enacted.<sup>28</sup>

His mental agility is evident when he paints or draws. The kindergartner is often a downright improviser in his drawings. He designates his drawings during and after execution rather than in advance. For example he starts to draw a turtle and before he is through it may be an elephant or a truck.<sup>29</sup> Five can draw a man with head, torso, extremities, eyes and nose. He may even supply five digits, for he can count to four or five.<sup>30</sup> If he copies a few capital letters he is likely to identify them very closely with persons and objects.<sup>30</sup>

Music is a helpful medium of learning for the kinder-

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<sup>27</sup> Ibid., p. 81.

<sup>28</sup> Ibid., p. 46.

<sup>29</sup> Ibid., p. 56.

<sup>30</sup> Ibid., p. 66.



gartner. He prefers his own gramophone records to the radio. He likes to play them over and over again. He likes a combination of music and words which tell a story. Some Fives can pick out tunes on the piano; when taught how to play a few familiar melodies they play them over and over again. They may sing with records or may translate the music into dancing which illustrates their desire for action.<sup>31</sup>

At night there are dreams of activity in connection with the elements; they fly through the air, jump into water, gambol near a fire. These occur usually in a rather unpleasant frightening connection. Wild animals and strange or bad people which frighten the child are most conspicuous in the five-year-old's dreams. Thunder or sirens at night are far more frightening than in the daytime. It is essential to work out a satisfactory adjustment with the child so that his fear will remain under his control.<sup>32</sup>

Even the kindergartner's fears demonstrate the high physical drive which is associated with a mental organization which is very mobile and very limited by lack of experience. He has a readiness to learn by doing in a here-and-now world and principally by the use of his senses. This is the point at which mental development will take place if

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31 Ibid., p. 83.

32 Ibid., pp. 78-79.





provision is made for exercise with a purpose and if the results are pleasing to the child.

Well known leaders in the field of psychology like Strang reflect the opinion that the kindergartner's mental ability is limited; however it is also developing. The child's mental growth is indicated by his larger vocabulary, 1,500 words at four years and 2200 at five years according to one estimate. He uses longer and more complex sentences of nine or ten words. Usually he has been taught to recite numbers up to ten and to count as many as four objects correctly. In a fifty-minute record a five-year-old child<sup>33</sup> "used over nine hundred words in sentences". The kindergartner is able to comprehend and put into effect directions<sup>34</sup> involving three separate commands. During these years his vocabulary and experiences are enriched by stories, poems and conversations.

Any information which the child can discover for himself is more satisfying. One youngster who had a great desire to investigate discovered some dry ice in which ice cream had been packed. His mother said that she was glad that he had not touched it; the child said soberly, "Well, I did touch it a little teeny bit, and it gave me a little

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33 Strang, R., A Study of Young Children, p. 81.

34 \_\_\_\_\_, An Introduction to Child Study, p. 173.





35

shock so I left it alone!" This idea of the child's learning through his own experiences is illustrated also in the field of Christian education. A teacher had been trying to give her children an appreciation of the work of the firemen by telling stories, by playing firemen and by visits to the enginehouse. The children asked the firemen such questions as, "Do you sleep with your clothes on?" "Where do you eat?" "What if the bell rings while you eat?" and "Do you have to go even on Christmas?" Answers to these questions created a real appreciation for these brave helpers. 36

The kindergarten child not only learns about his world through his own experiences but he identifies himself with his immediate world. He does not mimic. He becomes that which he plays. It is real living; it may be a reliving of the life with which he has a direct personal contact. The child who is impatient with her doll about not eating may be undergoing the same conflict at home with her mother. 37 The child may dramatize spontaneously familiar Bible stories. Parts are not studied and properties are unnecessary. 38

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35 Loc. cit.

36 Moore, Jessie E., Experiences in the Church School Kindergarten, pp. 12-13.

37 Reynolds, R., The Kindergarten Department of the Church School, p. 18.

38 Smithers, E. L., The Use of the Bible with Children, pp. 78-79.



He enjoys making pictures to illustrate well known stories. The most important part of the drawing is sure to loom the largest.<sup>39</sup> Bible-story books are of interest to the kindergarten child. He likes the picture storybook type, for every page of text a page of illustration. The story should be carefully selected and the illustrations accurate. If modern posterlike drawings are used the poster type of coloring and use of simple primary colors is to be desired. If masterpieces are chosen the soft colors of the original<sup>40</sup> should be reproduced as nearly as possible.

A kindergarten department may have a file for pictures. As children need to "see" with their hands, a picture should be mounted on heavy cardboard. The mounted pictures are more easily found if they are classified under headings as Jesus, Nature, Children at Play, Church, Helpers,<sup>41</sup> and other such titles. If pictures portraying an experience of the group are selected from the file by the children and thumbtacked into place by small fingers, pleasurable<sup>42</sup> learning will be furthered. When children are particularly

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39 Ibid., p. 79.

40 Ibid., pp. 80-81.

41 Reynolds, R., Op. cit., p. 21.

42 Moore, J. E., Op. cit., p. 14.



happy concerning some experience they may even sing the  
<sup>43</sup>  
 "Glad Song".

The child lives in his here-and-now world. The Four and Five-year-old does not know what "last week" or "the other day" means. He has little sense of time and has only a sense of doing. "When I go to bed", "When Daddy comes home" recall certain actions which a child has experienced. New ideas must be tied up with old experiences. To expect a child to understand more than the human side of a person who lived long ago and who had very different experiences from what the child knows, is expecting more than the kin-  
<sup>44</sup>  
 dergartner can mentally master.

Moreover, a kindergartner is unable to understand mystical experiences. (The story of the child Samuel in the temple listening to the voice of God is such a story.) Only those pictures of God in the Old Testament that show him as loving and caring and merciful should be told to young children. Bible stories for the kindergarten should be chosen from the New Testament stories that are so simple and close to modern daily life that they are of great value for this age group. The story of the little room on the roof that the woman of Shunem built for Elisha comes nearest

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43 Bickel, L. V., Op. cit., p. 8.

44 Ibid., pp. 19-20.







to being a suitable one. When Old Testament stories appear in courses of study for kindergarten children they have been introduced largely to meet the demand for quantity of Biblical materials. Stories from the New Testament that show Jesus' friendly helpfulness, his kindness, his interest in people, and his love of God may be selected to advantage. Helping children to practice, to enjoy and to ponder over what they do hear is more important than the introduction of many passages.<sup>45</sup>

Church School teachers should avoid the use of all fear-producing materials. They should not tell the story of the crucifixion to the kindergartner. Stories should be told simply and beautifully but not too vividly.<sup>46</sup> The Closely Graded Lessons add a special section on "Children's Fears". They suggest extra stories and songs from which to choose in answer to specific needs.<sup>47</sup>

The stories used in the first two units of the Closely Graded Lessons concern the child's here-and-now-world or are closely connected with his present experiences. Only a minimum of Bible stories are used. One of these is the tra-

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<sup>45</sup> Smither, E. L., The Use of the Bible With Children, pp. 84-85.

<sup>46</sup> Ibid., p. 82.

<sup>47</sup> Gardner, Elizabeth C., Learning in The Church Kindergarten, Part 1, Fall Quarter, pp. 117-123.



ditional story of Samuel and Eli. The part concerning the mystical voice is not included. The story is about a child of the kindergartner's own age; the kindergartner enjoys stories about other children. Samuel helped in the church; the kindergartner is learning to help at church. The Bible story used in Unit 2 is based on Leviticus 23 and Nehemiah 8. It links a Thanksgiving festival of long ago with the same type of festival today. Children are interested in festivals and celebrations. Unit 3 deals with Christmas, another festival. Because it is the birthday of Jesus the children learn something about Jesus the friend, and later about when Jesus was a baby. As friends brought gifts to Jesus so the children may celebrate his birthday by giving gifts to others. It is the historical Jesus that is presented to the child.

The stories used in the Closely Graded Lessons are commendable both for subject matter and because they are short. The stories are under five hundred words in length. The words used are descriptive and such as kindergarten children enjoy. Some words may need explanation: festival (p. 69), harvest (p. 72), village (p. 72), almonds (p. 73); some phrases may need explanation: "fruits of the sun", "everlasting hills", "fullness thereof". (See poem on

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page 66) An attempt has been made to use words within the understanding of the children. On page 52 are these instructions, "Read Proverbs 30:25, 26, using 'rabbits' instead of 'conies'". Only four different Bible verses are used in connection with the thirteen lessons. These verses<sup>48</sup> are used in connection with what the child is doing.

Needless to say that the Closely Graded Lessons make use of the child's experiences. The author of the Closely Graded Lessons makes this statement, "Children do their thinking with things and the thinking of the informal activity period should be brought to the conversation period<sup>49</sup> and there shared and enriched."

Use is made of dramatization, simple imitation and play. It is suggested that the children pretend to trim a Christmas tree, help mother to mix a Christmas cake, deliver Christmas gifts, fill stockings, and be carol singers<sup>50</sup> going from door to door. Children may dramatize Bible stories.<sup>51</sup>

Closely Graded Lessons make use of pictures and draw-

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48 Ibid., p. 69.

49 Ibid., p. 22.

50 Ibid., p. 100.

51 Ibid., p. 25.





ings. The picture on page 15 in black and white depicts the experience of a kindergartner with her teacher. The little girl is arranging flowers. On page 17 is a copy of Samuel and Eli by Minton. It is finished in soft color tones. On page 43 is a suggestion of how teacher and children may work together making a large poster. The paper panel is fastened low on the wall. Some children draw large trees with many branches. Others fasten leaves to the branches with thumb tacks or tape.

Recognition is also made of the beginning of musical ability in the child. All of the children may not wish to sing but those who do may gather around the piano while the teacher or pianist plays the music and sings with them. Sometimes the teacher sings for them. The Closely Graded Lessons give the numbers of phonograph records which the children may enjoy hearing. Nine songs with music are  
52  
printed in the teacher's textbook.

Each of the experiences discussed in the foregoing paragraphs concern the kindergartner's learning by doing in a here-and-now world and principally through the use of his senses. The Closely Graded Lessons are in agreement with Gesell and Ilg and other authorities concerning the mental growth of the kindergartner when viewed in the light





of the laws of growth. The Closely Graded Lessons do make use of a few Old Testament stories even though the religious educators named declare that the Old Testament stories should not be used and should not be simplified. Undesirable parts of the stories have been deleted perhaps to meet the demand for "Bible Stories". Contrary to this opinion, the writer holds that the stories are used for definite purposes as explained earlier. This being the case, they are<sup>53</sup> permissible.

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53 Note: See page 31 of this dissertation.



## C. SOCIAL DEVELOPMENT

The kindergarten child is in a "growthsome" stage in respect to interpersonal relations and social communications. In the group at home, his mother is a court of last resort. Her authority is frequently cited as in "My mommy told me to do that!"<sup>54</sup> The Five's mother finds him a joy to have around the house. He is helpful, always within ear-shot, and keeps his mother posted about his activities by always asking permission. He shows by his many endearing<sup>55</sup> ways how much he adores her.

If the mother is sick the child may turn to his father; however in the insecurity of the night it is to his mother that he turns for comfort.<sup>56</sup> The preschool child must learn to share his mother's affection with a number of people, notably his father, frequently his brothers and sisters. The child seeks to gain the exclusive affection of his teacher also, for she tends to take the place of his mother.<sup>57</sup> He learns that he must share his teacher's affection with a much larger group than he has to share with at home.

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54 Gesell, A., and Frances Ilg, The Child in the Culture Today, pp. 226-227.

55 \_\_\_\_\_, The Child From Five to Ten, p. 80.

56 Ibid., pp. 80-81.

57 Bowley, A. H., Guiding the Normal Child, pp. 67-68.



There may be siblings in the home. The kindergarten child may play well with a younger or an older sibling. However, he may be jealous of the attention given to a younger sibling and so he may blame the younger for some of his acts. Parents sometimes forget that the younger child may be too  
 58  
 much of a strain on the docile Five.

Five likes best to play with children of his own age. Some Fives prefer their own sex, some the opposite sex, and others accept either readily. Since he is such a home body he is fairly dependent upon the children who are available in his own neighborhood. A group of two is optimal. When there are three in an unsupervised group, two may gang up on  
 59  
 the third.

In the kindergarten, activity is not highly social. In free play two, three, or four children may sit at the same table to crayon or to mold clay. Each works independently and readily leaves for play in another part of the room. He may choose blocks, carpentry, puzzles, painting,  
 60  
 coloring, clay or house play. He changes frequently from one activity to another. He usually completes a task although his attention may shift to watch another child at

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58 Gesell, A. and Frances Ilg, Op. cit., p. 81.

59 Loc. cit.

60 Ibid., pp. 84-85.





work or he may go to the teacher to tell her of a personal experience or to show her what he has made. Housekeeping may hold a number together for awhile. Boys as well as girls play house. Daily routines such as washing, telephoning, shopping, with occasional episodes of doctoring are enacted. Girls prefer housekeeping; boys, blocks. Toward the end of the year two children may be found building cooperatively on the same block structure. Possessions are more apt to be shared with special friends than with others. Freedom of use of materials, equipment and space are necessary requirements if the child is to make definite growth in becoming a helpful and cooperating member of a group.<sup>61</sup>

Another prerequisite for social development of the kindergarten child is wise guidance by understanding teachers. The teacher has such materials as crayons, clay, and wood ready for the kindergartner as he enters the class. Later she may suggest that someone deliver the mail. The mid-morning lunch may take on a social quality. The kindergartner can help to set the table and pick out a companion by whose side he prefers to sit. The teacher starts the topic of conversation or else it may begin along silly lines. Rest follows during which a story is read or quiet music is

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61 Loc. cit.



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played. The teacher is the kindergartner's understanding friend and guide. It is she who helps him to discover persons, to cooperate with others and to share. The socialization process is achieved through daily association of the child with children in a small group of approximately the same age. It is necessary that he have freedom in the use of materials and equipment, and understanding adults to guide his growth.

Leaders in the field of psychology, Morgan for instance, assert that the Four-year-old plays in small groups of children of the same age such games as tag, hide-and-seek, jump-rope, hopscotch and marbles. Before the sixth birthday the child plays simple table games with others that require taking turns, observing rules and attaining goals.

63

He does so without undue squabbling. Toys, play materials, apparatus, space and freedom are found in the good nursery school. These items help preschool children to acquire muscular control, methods of solving problems, and technics for making social contacts. Wagons, dishes, dolls, doll furniture and hollow blocks encourage cooperative play because they are more interesting when shared with several

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62 Gesell, A., and Frances Ilg, Infant and Child in the Culture Today, pp. 238-245.

63 Morgan, John J. B., Child Psychology, p. 481.



64  
 children. One of the advantages of placing children in a nursery group is that each child has developed a vocabulary of activities, some of which have not been acquired by others in the group. Models set by children of the same age and of the same relative stage in the development of muscular coordinations are much more easily copied than are the same activities presented by adults. At the same time that activities are copied so also are tones of voice and  
 65  
 other behavior.

Children do learn from adults also. In an environment in which older children and adults show the conventional considerations for others the child is likely to  
 66  
 adopt many of them without specific attention to training. This is illustrated by the teacher's role. She provides the right kind of play materials and helps the children do better the things they would do naturally. She does not interfere with what the children are doing unless it involves destruction of materials, harm to the child or lack of stimulation. Occasionally she shows someone a better way

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64 Strang, Op. cit., p. 200.

65 Arlitt, A. H., Psychology of Infancy and Early Childhood, pp. 308-309.

66 Strang, Op. cit., p. 183.





of doing something, suggests that one child help another and gives approval to special effort. She laughs often,<sup>67</sup> and helps to create a happy atmosphere.

Leaders in the field of Christian education recognize the importance of the teacher also. She observes the social pattern of each child and then introduces techniques of guidance for the children who are not well adjusted. To allow the timid child to be the leader of the orchestra may help him to feel more adequate.<sup>68</sup> To allow the destructive child to build a playhouse for the group may crowd out of his mind thoughts of himself as a destructive person. Recognizing a child's painting may help him to become aware of his accomplishments.<sup>69</sup> Groups too are stimulated to integrate their play. If one group is making a church with blocks and another is playing house the teacher observes that the doll family is getting ready for church.<sup>70</sup> Thus it is demonstrated that the kindergarten children need teachers who show the same individual kindness and understanding which the children's mothers give.<sup>71</sup>

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<sup>67</sup> Ibid., p. 197.

<sup>68</sup> Manwell and Fahs, Op. cit., p. 54.

<sup>69</sup> Loc. cit.

<sup>70</sup> Reynolds, R., The Kindergarten Department of the Church School, p. 18.

<sup>71</sup> Manwell and Fahs, Op. cit., p. 19.





One challenge of the kindergarten to wide-awake leaders is the varying in social behavior of those who come. Social behavior is contrasted by one child's willingness and eagerness to participate with a group by initiating and directing group activities, and another's preference to play alone.<sup>72</sup> The reason for grouping children of approximately four and five years of age is that most children in a community or neighborhood who have reached their fourth birthday have had similar experiences, played with the same toys, mastered similar vocabularies, developed the same degree of manual skill and have often enjoyed the same social contacts.<sup>73</sup>

The church school desires to help four and five-year-olds to learn to live with and to appreciate others. Boys and girls may be led to want to share some of their own good fortune with others and to accept responsibility for the welfare of each member of their own group.<sup>74</sup> This desire is facilitated by the use of the Closely Graded Lessons for kindergarten children which recognize that the Fours and Fives are sociable little beings whose philosophy is still

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72 Reynolds, Op. cit., pp. 3-4.

73 McShields, Elizabeth, Guiding Kindergarten Children in the Church School, p. 47.

74 Bickel, L., Op. cit., pp. 12-13.



largely "each man for himself". Even so an audience is important for they are beginning to learn some of the amenities of social behavior that make for happy living together.<sup>75</sup> The Lessons are centered in the experiences of the kindergartners so that they will find opportunity and stimulus for needed growth. As they have creative experiences they should become helpful cooperating members of a group, learning to share, take turns and consider the rights of others.

The lessons also recognize that equipment, materials and space are needed in the development of social personalities. Materials for work and play listed in the first lesson are building blocks, dolls and housekeeping toys, picture books, paper and crayons, blunt and pointed scissors, paste, activity sheet, colored cord to tie leaflet together. These materials are more fun when several work together with them.<sup>76</sup>

The teacher is the one who guides the children in their social development. She suggests ways of helping others. As an illustration the children are encouraged to bring an offering. The teacher tells them that their money will be used to help care for their church and to help other

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<sup>75</sup> The Closely Graded Lessons, Op. cit., p. 5.

<sup>76</sup> Ibid., pp. 9-10.



77

children to have churches too! All may plan together to  
share with a family, a home in the community or a hospital.  
Christmas is a special time for sharing since the kinder-  
gartners may make others happy by playing the Santa Claus  
game.

78

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77 Ibid., p. 23.

78 Ibid., p. 63.

79 Ibid., p. 85.





## D. RELIGIOUS DEVELOPMENT

Five likes to please and to do things in the accepted way. His sense of good and bad, if he has any, does not differentiate right from wrong. He either takes his behavior for granted or thinks only in practical relationships to others. Making up his mind is not too difficult for he has not many alternatives. He is apt to make a conforming choice. He can change his choice for he is susceptible to reason or an explanation. Since he wishes to oblige he may shift to his parents' side. If he does wrong<sup>80</sup> he is apt to blame the nearest person.

"The vast intangible creative force called God" is often rather well grasped by the mind of the 4-year-old but Five does not soar so high and has a tendency to bring God within the scope of his everyday world. Some Five may be more aware of God's presence and may fear that He sees whatever he does.<sup>81</sup> He may ask questions as to the source of things: who made the sun, moon and world? The common answer "God" either settles the topic without the child's discovering what he wants to know or may lead to the asking of startling questions about God. He may ask what God looks

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<sup>80</sup> Gesell, Arnold, and Frances Ilg, The Child From Five to Ten, pp. 85-6.

<sup>81</sup> Ibid., pp. 86-7.



like; is He a man; what does He do; where does He live; has  
 82  
 He a telephone; does He make cars?

The kindergarten child has a readiness to develop religiously through his experiences with people, with nature and the constructive choices which he makes. These are the points at which he will develop provided opportunity is given for exercise with a purpose and provided the results are satisfying.

Leaders in the field of psychology, for instance Brooks and Johnson, do not agree with Gesell and Ilg that the kindergarten child "does not differentiate right from wrong". On the contrary, they believe the child is taught religion most effectively by actual living. The lives of those around him probably exert more influence than verbal  
 83  
 instruction. In the past, there has been too much talk to the child about beauty and too little opportunity for learn-  
 84  
 ing about beauty by means of activity. The child develops character by facing and solving problems on his own level which have to do with achieving the greatest good for him-  
 85  
 self and his group. To cooperate for the good of all is the

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82 \_\_\_\_\_, The Child in the Culture Today, p. 237.

83 Brooks, F. D., Child Psychology, p. 420.

84 Morgan, Op. cit., p. 286.

85 Skinner and Harriman, Op. cit., p. 261.



most practical way in religion. Learning to give up desires and possessions to others, learning the joy and justice of exchanging gifts and services are essential lessons.<sup>86</sup>

Guidance is essentially guidance in learning. It consists in providing the kind of environment that favors desirable modification of behavior. Suggestion should be used instead of commands, praise instead of criticism. These suggestions should be positive rather than negative. Emphasis on the immediate objective such as, "If you cut out this ball you may take it home today" is apt to be effective.<sup>87</sup>

From the field of Christian education comes the illustration of a church school teacher who made provision for a class to learn kindness. By so doing she guided the children in Christlike living. She arranged for a visitor to come to the kindergarten on Sunday. She planned with the children to do kind things for the visitor. They made her feel at home. One child gave her a chair; another shared a book with her; a third told a story for her pleasure. Children should be given many opportunities to show kindness. They soon know that a visitor feels more at home if someone finds a chair for him, invites him to join in a

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86 Johnson, P. E., Psychology of Religion, pp. 69-71.

87 Strang, Op. cit., pp. 230-231.





game, or shares a treasure, book or toy. Gradually they do these things without being told to do them. They find that they are happy because they have made someone else happy.  
 88  
 Learning in Christlike living is taking place.

The Christlike way of living is discovered only in natural situations. A small girl who had come but recently to the kindergarten demanded that the ball be rolled to her. The teacher said quietly "We take turns in the kindergarten, first Jack, then Helen, then Joyce." Joyce was helped to realize that "turn about is fair play". Besides she had the experience of practicing one of Jesus' rules of living, "Do unto others what you would have them do unto you." Many repetitions of such experiences under sympathetic guidance give Joyce a sense of satisfaction in the group, and are  
 89  
 much more effective than just talking about good actions.

A story can hinder the growth of Christlike character if it is used merely to present facts and not as an aid in solving problems or guiding the wonderings and worship of  
 90  
 children. Small children can think for themselves if they have adequate data on which to base their thinking. A story may be read to them in the evening with experiences

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88 Bickel, Op. cit., p. 18.

89 Ibid., p. 12.

90 Smither, Op. cit., p. 80.



similar to those they have had during the day. After the story they may enjoy a discussion. The adult may gather the thoughts into a word of prayer if this seems meaningful.<sup>91</sup> A mother speaks of such informal sharings with her son Dickie. One evening after their talk he asked God to help him to be a better boy and to make his mother happy. Rethinking the happenings of the day helped this child to choose to act differently.<sup>92</sup>

Another way in which the kindergarten child develops religiously is through the appreciation and wonder of nature which leads to worship. The wonder of the world seems naturally to take hold of young children provided the adults who guide the child are still sensitive to this same wonder. Children are thrilled by sights which have long since become commonplace to adult eyes; for instance, a beetle crawls across the walk or a spider's web is discovered on a lilac bush.<sup>93</sup> Children watch with quiet wonder the white snow falling or a lovely sunset seen for the first time. Such experiences not only build into the soul a certain strength to face the world in times of disappointment, but also the realization of the great laws of

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91 Manwell and Fahs, Op. cit., pp. 186-187.

92 Odell, M. C., Our Little Child Faces Life, pp. 27-28.

93 Ibid., p. 30.



cause and effect in the universe.

As an illustration of such an experience two kindergarten children were gazing at a bowl of pansies in their department. Betty said that she was glad that God had made the pansies so beautiful. George agreed but added that they had to plant and water them. The children were learning that they were workers with God. A mother reported difficulty in her child's voicing a genuine prayer. Together they found the words one day after gathering autumn leaves, dipping them in paraffin, and wondering over their beauty. To wonder is to worship regardless of whether the expression is in the form of a prayer, a song of praise, a verse from the Psalms or just quiet meditation.

Most Biblical narratives are not related to the kindergarten child unless they contribute to his ongoing experience. The child should take time to live the teachings of the Bible stories which he hears. Parents and teachers should lead their children to think of God as a kind, loving, just God who loves them even when they do wrong, strengthens them to do the right when it is hard; is glad

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94 Ibid., p. 30.

95 Bickel, Op. cit., p. 12.

96 Moore, J. E., Experiences in the Church School Kindergarten, pp. 110-111.

97 Smither, Op. cit., pp. 75-78.





when children are happy, thoughtful and helpful. He is disappointed when they do wrong. He wants His children to work with Him in the world that He has created; He loves all children alike and expects them to live together as one family.<sup>98</sup> Sometimes the child has an erroneous idea of God. These ideas are not changed merely by telling him what God is like, but rather by providing experiences which will lead him to know, serve and love God, and through mature persons who demonstrate by speech and act that they serve a God of love, not of hate and revenge.<sup>99</sup>

The concepts of God and Jesus should not be confused. Jesus should be presented historically to the kindergarten child. Prayers should be addressed to God and not to Jesus. Jesus should be introduced as a friendly, helpful, brave person. We find stories of Jesus in the Bible. We also find stories that Jesus told about God in the Bible. The first approach to Jesus should be as a man. In telling stories of his miracles the emphasis should never be on the miracle but on the beneficence and courage of Jesus.<sup>100</sup>

The Closely Graded Lessons for Kindergarten Children

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98 Henry, Freddie Elizabeth, The Small Church at Work for Children, pp. 75-76.

99 Ibid., p. 77.

100 Smither, Op. cit., pp. 81-82.



are not in agreement with Gesell and Ilg who doubt that the kindergartner has a sense of good and bad, or that he is not able to differentiate right from wrong.<sup>101</sup> The Lessons do agree with the psychologists and religious educators quoted that children may come to know God through living with persons who themselves are growing in their understanding of God and who are trying to live according to His purposes. Moreover it is the privilege of those who guide these kindergarten children to associate God with the children's everyday experiences.<sup>102</sup>

These everyday experiences may heighten the kindergarten child's relation to the church. He may come to know more about the church building, the church family, and enjoy experiences of work, play, worship, and sharing in connection with his church.<sup>103</sup> Much of his understanding of God will come through interesting discoveries about this marvelous world that God has created and in which He is still at work.<sup>104</sup> Children are glad to bring flowers, and such nature treasures as stones, shells, abandoned birds' nests, cocoons, maple wings and nuts. Having a place to exhibit such trea-

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101 Note: See page 50 of this paper.

102 Closely Graded Lessons, Op. cit., p. 8.

103 Ibid., p. 10.

104 Ibid., p. 8.



sure heightens interest, encourages observation and questions on the part of other children in the group. It in-  
 105  
 creases worship and wonder.

Each session of the quarter's study suggests materials which may be introduced from the out-of-doors: flowers,  
 106  
 colored leaves, nuts, acorns and other seeds. Teacher and children may plan a worship center using the Bible and then the teacher may read beautiful verses from the Bible which tell of God's care for the world and of all the wonderful  
 107  
 things that He has made.

Of the stories told by the teacher and later dramatized by the children many are taken from nature. Session 1 relates the story of Jesus and the children. Jesus is presented as a friendly, helpful, brave person who liked people and cared for them. The little children who were with their parents that day gave Jesus some of their flow-  
 108  
 ers. He was their friend. The second unit of study, Getting Ready for Winter, interprets autumn experiences. It helps the children to sense God's care and to express their

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105 Ibid., p. 14.

106 Ibid., p. 46.

107 Ibid., p. 47.

108 Ibid., pp. 24-25.





thankfulness to God.

The children are given opportunities for making choices. They may choose a story for the teacher to retell. They suggest what they would like to put in a letter for  
110  
the Thanksgiving basket. They decide about the Christmas gifts and decorations to be made. When the gifts are presented the children determine how the presentation shall be  
111  
made and what shall be written on the tags. Thus the Closely Graded Lessons make provision for the kindergarten child to have choices and by so doing aid him in his religious growth.

### Conclusions

The Closely Graded Lessons for Kindergarten Children for the Fall Quarter do agree with Gesell and Ilg and other authorities on the following points:

A. The child's gross motor activity is high and this is the point where he will develop physically, providing opportunity is given for exercise with a purpose and the effects are pleasing to the child.

B. The kindergarten child has a mental organization which is very mobile and very limited by lack of experience. He is ready to learn by doing principally through the use of

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109 Ibid., p. 35.

110 Ibid., pp. 78-80.

111 Ibid., p. 109.



his senses in a here-and-now world.

The Closely Graded Lessons do make use of a few Old Testament stories from which undesirable parts have been deleted. The religious educators named say that the stories should not be used. Contrary to this opinion, the writer holds that the stories are included to meet definite goals, and are permissible.

C. The Kindergarten child is in a "growthsome stage in respect to interpersonal relations. The socialization process is achieved through the daily association of the child with other children in a small group of approximately the same age. It is necessary that he have freedom in the use of materials and equipment, and understanding adults to guide his growth.

D. The Kindergarten child has a readiness to develop religiously through his experiences with people, with nature and in connection with the constructive choices which he makes. On this point the Closely Graded Lessons, when analyzed in the light of the laws of growth, do agree with the psychologists and religious educators named; however they supersede the views set forth by Gesell and Ilg.

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## CHAPTER III

## THE PRIMARY CHILD (age 6 years)

## A. PHYSICAL DEVELOPMENT

Six approaches activities both with more abandon and deliberation. Sometimes he stumbles and falls in his efforts to master. An illustration, he may enjoy the "cleaning-up" job at school, brushing the floor, pushing furniture<sup>1</sup> about, but he is somewhat clumsy and not too thorough. Because his eye and hand function with less speed and close relationship than they showed at five, the Six makes a more deliberate approach as he builds a tower of small blocks. Even then they may not be well aligned. He touches, handles and explores all materials. He wants to do everything. In carpentry he needs assistance for the saw bends and is apt to become jammed; when he drives nails he often fails to hit them on the head and may break the board. He can however<sup>2</sup> make crude structures. In eating he may return to finger feeding because the eating implements seem awkward. Sitting at the table his feet begin to swing and he is apt to kick<sup>3</sup> the person sitting nearby.

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1 Gesell and Ilg, Op. cit., p. 100.

2 Ibid., pp. 100-101.

3 Ibid., p. 102.





The Six is not only awkward but he is full of legitimate complaints. These complaints should be seriously considered. His legs hurt; sometimes his arms hurt; frequently the back of his neck pains. Rubbing and massage bring comfort. The mucous membranes of his eyes inflame easily and he may develop sties. His throat becomes red and infected. Otitis media reaches a peak; German measles, mumps, chicken pox, diphtheria, and scarlet fever are prevalent; allergies are high.<sup>4</sup> He tires easily and should have rest. Transitions are difficult. He may not "feel well" on school days. The sight of blood may be upsetting. The removal of a splinter may bring an hysterical reaction! Some Sixes stutter. Knowing how to act and what to say in new situations reduces sensitiveness and a tendency to withdrawal.<sup>5</sup> Six is ready to develop physically when such activities are provided that even though he fail he may feel a sense of security and satisfaction. A strong physical resistance should be built up to overcome complaints and contagious diseases.

Such leaders in the field of psychology as Strang concur in the idea that this is an age of transition when the child is growing more slowly and suffers from many complaints. He is losing his milk teeth; the first molars are

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4 Ibid., p. 106.

5 Ibid., p. 109.



emerging. These first permanent teeth are often referred to as the six-year molars. Scientists agree that tooth decay may be markedly reduced by an adequate diet during infancy and childhood.<sup>6</sup> Such a diet for the primary child is one that supplies one quart of milk a day, an egg, a serving of meat, two vegetables, fresh fruit, butter, some rich sources of vitamin D and sufficient additional foods to meet the child's energy requirement.<sup>7</sup>

Even the child's body chemistry undergoes subtle changes reflected in a susceptibility to infectious disease. The general procedure to diminish the possibility of contagion is to increase the child's resistance. Headache is a symptom of some underlying condition such as the onset of some serious illness, eye strain, fatigue, malnutrition, anemia, decayed or impacted teeth, sinus or other infection, enlargement of the pituitary gland causing pressure against its bony case, a reaction to worry or disappointment resulting in emotional disturbance. The Six is neither as robust nor as staunch as he was at five;<sup>8</sup> however he does enjoy activity.

At six he finds pleasure in running, dancing, climb-

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6 Strang, Op. cit., pp. 292-293.

7 Loc. cit.

8 Ibid., pp. 296-297.



ing, skating. Actions may be performed in time to music. Skipping to music which was so difficult for the preschool child can now be accomplished with ease. Climbing in higher and more difficult places is attempted; by improvement in balance he reaches his goal. Skating on single runners is possible. With practice the Six can ride the bicycle which<sup>9</sup> did not interest him a year earlier.

Development of motor coordination may be observed in the Primary grades by checking the ease with which children go up and down stairs. Do they step with the same foot? Do they hold on to the banister? Do they cling to some other child? Children know their physical capabilities; they adapt their responses to the controls in which they have confidence. Those in the Primary Department should be able to use a brush in a relaxed manner. They should neither use<sup>10</sup> tongue nor face muscles nor even toes in painting a line.

There is an indication of finer muscular coordination in the Six-year-old child. The Stanford-Binet Test of tying a bowknot was passed by 35%. Tying shoe-laces is difficult but not impossible. Primary children like to mould clay into candlesticks, bowls, animals and other useful articles.

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9 Loc. cit.

10 Driscoll, G., How to Study the Behavior of Children, p. 32.





They use paper in making books, boxes and toys.<sup>11</sup> One group of six-year-olds made a play-house out of a large wooden box. They laid the floor, painted the walls and furnished it with useful articles, rugs for the floors, curtains for the windows and pottery dishes for the table.<sup>12</sup> Such activities as these are both an aid to the child in his physical development and are interests which are satisfying.

Leaders in the field of religious education are in accord with the idea that Six is active and needs interesting things to do. For instance Baird says, "Since primary children are easily fatigued and cannot long sit still, thoughtful leaders will plan sessions which provide a variety of interesting activities."<sup>13</sup> Still another leader speaks of the staggering new situation faced by the first grade child,

The many epidemics of contagious diseases that sweep through the first grade are due not only to increased exposure to infections, but also to the fact that children are emotionally upset because they feel insecure and uncertain.<sup>14</sup>

The Closely Graded Lessons, Growing in God's World,

11 Strang, Op. cit., p. 299.

12 Loc. cit.

13 Baird, L. D., The Church at Work With Primary Children, p. 32.

14 Smither, E. L., Op. cit., p. 89.



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Course 1, Part 1, say practically nothing concerning the physical well-being of the six-year old. They do give a list of activities and enterprises which would assume physical growth and abilities. This list does not include such

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activities as skipping and other motor activities. Where dramatization is mentioned it is suggested that the children

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pose for the picture. There is a village building enter-

15 Note: Part 1 of Growing in God's World is outlined as follows:

Unit 1 Finding Friendliness

General Purposes: To make the children feel at home in their surrounding, and help them to become participating members of the group. To help them associate the loving-kindness of God with kindness in people, and to introduce Jesus as one who demonstrated God's love in all of his acts.

Session 1 Finding New Friends

Session 2 Discovering How God Cares Through His Helpers

Session 3 Practicing Friendliness

Session 4 God's Care Away From Home

Session 5 When Children Share

Session 6 Planning for Thanksgiving

Session 7 The Friendliness of Jesus

Session 8 Thanksgiving Sunday

Unit 2 When Christmas Time is Here

General Purpose: Through the stories, poems and songs of Christmas to help the children to appreciate the time as the birthday of Jesus; through interesting activities and secret planning for others to help them to feel the joy of practicing the spirit of Christmas; through quiet and beauty to lead them closer to the love of God who gave us Jesus.

Session 9 The First Christmas

Session 10 In Little Bethlehem...

Session 11 When Each One Has a Secret

Session 12 Christmas Sunday

Session 13 Sharing Christmas Joys

16 Brown, Jeanette Perkins, Growing In God's World, Course 1, Part 1, p. 16.

17 Ibid., p. 95.



prise. Suggested materials are cardboard boxes, blocks, housekeeping toys, crayons, scissors, paper, paint and brushes.<sup>18</sup>

Session 4 concerns the story of Daniel who, when away from home, ate good food that he might have a strong body. It is suggested that a doctor or nurse visit the group in order to help the children to see that in obeying the laws of health they are working with God.<sup>19</sup> It is hoped that Unit 1, in which session 4 appears, may contribute discussions and stories which should help the child better to understand some of God's ways of caring. They should help him to see himself in relation to the laws of growth, living with others, and the religious reason for obedience to rules made for health and safety and happy group living.<sup>20</sup>

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18 Ibid., p. 16.

19 Ibid., p. 47.

20 Ibid., p. 13.





## B. MENTAL DEVELOPMENT

The child of six takes a more active part in reading. He is interested in single words which may be found in familiar books and magazines. He enjoys printing his letters to spell real words and using simple spelling as a game.<sup>21</sup>

Drawings are closely related to reading and writing at six. The drawings are spontaneous, crude but realistic. They are sometimes suggestive of the graphic renderings of Early Man in their portrayal of action, of sky and earth, ornamental design. The six-year-old likes to draw a house with a tree beside it.<sup>22</sup>

Dramatization is used to further learning. As an illustration, a teacher takes a group of kindergartners on a trip to a dairy. The children talk it over after an interval of assimilation. As an individual and as a tenuous member of a group, the six-year-old translates his experience by building a ground plan of the barn with building blocks. He plans with the group to reenact part of his experience. Through these different media meanings and relationships are clarified and learning takes place.<sup>23</sup>

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21 Gesell and Ilg, Op. cit., p. 122.

22 Ibid., p. 97.

23 Ibid., p. 95.



Music aids in self activation. Closely associated with play and dramatization as methods which help to activate the learning process is music. The child of six likes his own phonograph records but also listens to the radio for<sup>24</sup> at least a few programs each week. These are media through which the learning of the primary child is furthered. He is ready to learn by participation and a creative kind of self activation in a here-and-now world, in order to meet his needs.

Such leaders in the field of psychology as Strang write that the child in the first grade has little use for writing. He writes or prints his name on his drawings and other belongings but beyond that feels little need for writing ability. Besides, readiness for writing involves a certain degree of coordination and perceptual acuteness<sup>25</sup> which has probably not yet been attained by him. Reading ability at six varies. Some show no interest in books; others like to look at pictures and learn the meaning of the printed signs.<sup>26</sup> One first grade teacher put a notice on the bulletin board, "Mary's mother has some pictures of the children. If you want one sign your name here." Another

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24 Ibid., p. 122.

25 Strang, Op. cit., p. 302.

26 Ibid., p. 347.



teacher taking the first graders on an excursion wrote the<sup>27</sup> directions for the trip upon the board. These proved added incentives for learning to read and write.

At Six a child's vocabulary is about 2,500 words. He is likely to define a balloon as "what you go up in", while an eight-year-old can describe a balloon as "a great big<sup>28</sup> thing that goes up in the air with people in it". The six-year-old not only defines a word but he may be able to draw a picture which represents what he knows about it. Generally his drawings tell a story which he wants others to understand. He draws everything he knows about an object regardless of whether or not it can be seen from a given point of view. He draws things that are attractive to him. Boats, trains, autos, fire engines, houses, and people are his most popular subjects. Bright colors are favored. The primary child is uncritical and enthusiastic about his drawings but they must be done quickly for his ideas do not linger<sup>29</sup> long.

Similar assertions are written by leaders in the field of religious education. They discuss the mental development of the six-year-old in terms of his ability to lis-

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27 Loc. cit.

28 Ibid., pp. 307-308.

29 Ibid., p. 304.





ten to stories, to use his developing skills in drawing, drama, music and project work. The primary child has a desire to live in a world of everyday things. He is still sensory minded and literal minded as well. If this child is to be helped through the use of the Bible it must be taught in connection with a poised, active and largely unemotional program which is connected with his life and  
<sup>30</sup>  
 needs.

The story-method is over emphasized with primaries.  
<sup>31</sup>  
 Stories may be 750-900 words in length. Because the vocabulary of the child is limited the teacher should use only  
<sup>32</sup>  
 those words that have meaning for him. Certain Old Testament stories that depict life, customs and worship may be used; however a teaching unit should contain both Bible stories and stories of life today. Neither type will be effective in guiding life unless the parent or teacher furnishes opportunities for the child to parallel the incident with  
<sup>33</sup>  
 his own activities.

Children thoroughly enjoy making pictures to illus-

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30 Smither, Op. cit., pp. 89-90.

31 Ibid., Op. cit., p. 91.

32 Baird, L. D., The Church at Work with Primary Children, pp. 5-6.

33 Smither, Op. cit., p. 91.



34

trate Biblical events. They may learn from the use of good prints. A primary teacher decided to help the children in her group discover how the ancient Hebrews lived. They examined pictures of the "tent-houses" such as the Israelites occupied; they enjoyed some books containing pictures and stories about things which the Hebrews used in their homes; they discovered near at hand materials needed in constructing a tent. One remarked that he would like to make a tent-house. Others joined in the activity. Some of the girls chose to make the curtains that separate the men's section of the tent from that occupied by the women and children. Others made pots and water jugs out of clay. At times the group sat in a circle while they listened to some of the stories which the Hebrews told in the long ago. They had a chance to discuss their own work and make some rules for working together. By means of this project learning took place.

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Dramatization should be spontaneous with the six-year-old. No costumes or properties are necessary. He himself develops simple dialogues and plots. Singing dramatizations are of value. A combined first and second grade

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34 Ibid., p. 101.

35 McLester, F. C., Teaching in the Church School, pp. 119-120.



36  
 worked out an operetta about the baby Moses. Music can enrich experience on many occasions. Primary children arriving early for the department session may gather around the piano practicing a new song or simply enjoying singing together.  
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The Closely Graded Lessons for Primary 1 assert that few six-year-olds are able to read but they delight in pictures; they love to hear stories at home and to share happy experiences. The Lessons are planned with these things in mind, for appreciation of the Bible is gradual through a sequence of experiences. The passages are chosen with great care in the hope that they will be used many times during the year with related incidents.  
 38  
 The stories are mostly short and the words simple. In the story "The First Christmas" it is noted that the following changes in words have been made: instead of "decree", the phrase "sent out word"; instead of "census", "wanted to count the people"; instead of "register", "everyone must write his name in a book in the town from which his family came", instead of  
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 "swaddling clothes", "wrapped in soft cloths".

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36 Smither, Op. cit., p. 102.

37 Baird, Op. cit., p. 38.

38 Closely Graded Lessons, Op. cit., p. 6.

39 Ibid., pp. 94-95.





The Closely Graded Lessons make provision for using the ability of the six-year-old to draw also. One group of children was asked to make pictures to illustrate a song. This is a way of actively expressing ideas and a method<sup>40</sup> which may hold much interest for the child. Children are also interested in dramatization of the lesson stories. Two stories suggested for dramatization are: "Donald's First Day at Church School" and "Donald and the Day Nursery".<sup>41</sup> This is one method of creative self-activation which allows for repetition of the ideas to be learned, and also a method which provides pleasure and satisfaction for the boys and girls. Moreover the Closely Graded Lessons make use of song and poems as a means of happy learning.

The following statements summarize the mental development of the child at six. Gesell and Ilg and Strang say that he is interested in reading and writing in so far as it meets his needs. Religious educators assert that this is true when applied to the child's learning about the Bible also. The Closely Graded Lessons point out that appreciation of the Bible must be secured through gradual experiences which meet the everyday needs of the child. The stories used in the Closely Graded Lessons are short and the

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40 Ibid., p. 78.

41 Ibid., pp. 11-12.



words simple. Other methods beside stories and books used to activate the learning of the six-year-old are drawing, play activities, dramatization and music. There is general agreement among the authorities consulted and the Closely Graded Lessons that the child of six is ready to learn by participation and a creative kind of self activation in a here-and-now world. In order that this may meet his needs he must be given opportunity for exercise and repetition with a purpose, the results of which bring pleasure and satisfaction.

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## C. SOCIAL DEVELOPMENT

One of the multiple difficulties of the six-year-old child is the personal relationships with his parents. Six is a trying age. One mother dreaded to get up in the morning because it meant a continuous contest with her six-year-old son. Sometimes such explosive behavior can be handled by telling a story of another child whose behavior parallels that of her son. The mother may use preventive means; she may suggest the opposite of the desired behavior; she may give in to her offspring.<sup>42</sup> She benefits if the father takes over several evenings a week and puts the child to bed. When father accompanies his son to the doctor's office the child is less likely to cry.<sup>43</sup>

A second difficulty in the interpersonal relations of the six-year-old is with a younger sibling. He doesn't handle a younger sibling well without the planning and supervision of the parent. Probably this is because he insists on being first; it may be that he is jealous of the attention given to a younger child.<sup>44</sup> A party given to six-year-olds is not a model of decorum, for the eagerness of

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42 Gesell and Ilg, Op. cit., pp. 117-118.

43 Ibid., p. 119.

44 Ibid., p. 120.





the Six is not commensurate with his capabilities under social stress. He wants to be first and he wants to win!<sup>45</sup>

The social setting of the school room is the indispensable place for the self-organization of the child of six years. Here the individual creative activities, his participation in group activities, his contribution to group planning provide him with a scale of values. He finds that he cannot go too far in sheer self-expression in a democratic schoolroom. He must have regard for others. It is fun to make others laugh and perhaps to lead them; it is also fun to see what they can do. It is a wise teacher who knows how to guide the boys and girls in gaining a true picture of their development.<sup>46</sup>

The six-year-old child develops socially in the small group where there is freedom of action, where children help one another, where the teacher praises their good work, and where there is a chance for personal leadership.

Such leaders in the field of psychology as Skinner and Harriman speak of the difficulties which may be encountered as the six-year-old enters school. Entrance into the conventional first grade marks a sharp break in the actual structure of the child's experiences. For the first

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45 Ibid., pp. 92-93.

46 Ibid., pp. 98-99.



time in the case of many children they are expected to conform to a group pattern imposed by an adult who may be in charge of too many children to be constantly aware of each child as an individual. One child who found listening to stories or drawing at a certain time, whether or not he wished to do so, quite beyond his endurance said, "It's awful. All you do is sit and sit, and mind all day long".<sup>47</sup>

This is an example of how difficulties may be remedied. A six-year-old girl had difficulty in finding a group with whom to play on the school grounds. It appeared that most of the other girls in the class had been playmates before coming to school and were playing in a closed group which this girl, a newcomer, had been unable to enter. Upon learning of the difficulty the mother had her child invite two schoolmates home with her and her little girl became happily adjusted.<sup>48</sup> When six-year-olds "work" together for a common cause such as the running of a farm, village, or city, where some of the play is individual but much of it in small groups, a rise in individuality occurs. In the midst of more or less social play each child gains skill and gets new ideas so that observers remark on his initia-

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<sup>47</sup> Skinner, C. E., and P. L. Harriman, Child Psychology, p. 229.

<sup>48</sup> Jersild, A. T., Child Psychology, pp. 187-188.



tive and independence.

Another illustration of group and individual learning is found in the activities of these primary children. One group was seated at a low table painting with Japanese brushes and tempera paint. Another group was making dresses and bags of colored cambric. Two children were sitting in a swing while a third was pushing them. Two others were working at a carpenter's bench. A boy was building a house of large floor blocks. When the walls grew beyond his reach he used a stepladder; finally he had to make it higher by putting two blocks of wood under the ladder. "Now we have a large building," he said. Two little girls played house inside of the building which the boy constructed. After lunch the children rested for twenty minutes; then they had fun skipping to music. The teacher let one boy who skipped unusually well perform by himself while the others watched. Later they enjoyed looking at fans, pictures and other articles which different groups had made. The teacher commented about each article. One candlestick was the work of a little girl in love of her grandmother who makes all of her grandchild's clothes. The children were very atten-

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49 Bruce, W. F., and F. S. Freeman, Development and Learning, pp. 130-131.

50 Strang, Op. cit., pp. 300-302.





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tive. This group was playing mostly in small numbers that enjoyed much freedom and action. They helped one another; the teacher praised their good work; they had a chance for leadership along with developing socially.

Such leaders in the field of Christian education as Smither emphasize the importance of the friendliness and easeness of the teacher in encouraging a sense of belonging at school and at church. It is the mother relationship extended. Later a sense of belonging to the group replaces it. One of the tasks of the Primary teacher is to help the younger children to think, purpose and find satisfaction in widening circles of social living. The six-year-old has difficulties in interpersonal relations because he has not learned to share and to work happily with others.

The Closely Graded Lessons, Course 1, Part 1, agree that each child coming to the primary department has a need for security. He must find an atmosphere which invites him to interests familiar and tried, but which also will excite his curiosity and lead him on.

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51 Loc. cit.

52 Smither, E. L., Primary Children Learn at Church, pp. 16-18.

53 Baird, Op. cit., pp. 26-27.

54 Closely Graded Lessons, Op. cit., p. 3.



In Primary 1 the six-year-old finds a relatively small group of children of approximately the same age as himself. The Closely Graded Lessons make preparation for his arrival in the department. He is helped to find his place in the new group through the friendliness of the older children and so discovers opportunities for becoming a contributing member himself.

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Unit 1 is entitled "Finding Friendliness". Freedom of action is shown in suggested activities such as exploring the room; drawing, painting, and finding pictures; dramatizing stories; planning a village; meeting the sexton. The boys and girls are given opportunities for helpfulness. Session 3 is entitled "Practicing Friendliness". Session 5 is entitled "When Children Share". The Closely Graded Lessons anticipate thoughtful helpful teachers who will be understanding guides. By these examples and illustrations the Closely Graded Lessons indicate agreement with certain authorities on materials and means used for social development.



## D. RELIGIOUS DEVELOPMENT

The six-year-old wants to do everything. He touches, handles and explores all materials. He especially enjoys doing things with his father such as gardening, painting  
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screens, going for a train ride or playing games. He likes to do little chores for his mother such as emptying waste paper baskets, putting out milk bottles, drying dishes or even eating a good meal. Praise is an elixir; an allowance or a reward may be helpful. The six-year-old responds co-operatively if his mother helps him in worthwhile activity, such as tidying-up his own room. These commonplace experiences may be accomplished in a friendly, loving, and investigative manner. Such experiences can have a religious mean-  
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ing for the six-year-old.

Six not only needs opportunities for experiences of fellowship, loving service and investigation but he also needs to worship. Six is often the peak period in the primary years of the child's interest in a creative power to which he can relate himself. He now relates God to the larger sphere of creation. He grasps the concept of God as the Creator of the world, of animals and of beautiful things.

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56 Gesell and Ilg, Op. cit., p. 119.

57 Ibid., pp. 128-129.





He enjoys going to church school to hear stories of Jesus and to participate in a short ritualistic service. Prayers are important to him and he feels that they will be answered. <sup>58</sup>

The six-year-old needs not only to have an active life that is loving, friendly and investigative; he needs not only to have experiences of worship; he also needs to have adults to whom he can go when he feels puzzled or insecure. Things which his parents allow are good things; things which they forbid are bad things. Six wants to be good and wants to be accepted. He oftentimes asks his mother, "Even though I've been bad you like me, don't you?" <sup>59</sup>

Taking things which belong to others and telling tall tales are apt to be more common at Six than his parents wish to believe. It is difficult for him to distinguish between "mine" and "thine". He cannot tolerate direct correction in matters of conduct, but he will respond to an indirect approach. He will plan how he can act better the next time. <sup>60</sup> A bed-time chat is a splendid occasion for the six-year-old to talk about himself and his experiences. One parent kept a record of disturbing events, using a note-

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58 Loc. cit.

59 Ibid., p. 126.

60 Ibid., p. 127.



book to help the child to recall and to resolve his difficulties. This child is in need of adults whom he can trust, and in whom he can confide.

The six-year-old has a capacity for trust and wonder; he is beginning to develop a "feeling" of relationship to God. It is also an age of transition in which he may do wrong but can plan to do better. The Six is ready to develop religiously if he has the opportunity to enter into an active life that is loving, friendly, and investigative; if he has an opportunity to worship; if he can confide without fear in adults when he is puzzled or insecure.

Leaders in the field of psychology like Strang state that many concepts presented in Church School are too abstract to be understood by the six-year-old. They lack concreteness and application to everyday life. He needs to do something he is ready and eager to do as carrying out of a natural tendency, such as resting when tired, eating when hungry, playing with others, making collections, gaining the approval of those of superior ability or winning some privilege as a result of good work. These experiences are satisfying to the six-year-old and can be carried out in a religious spirit.

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The child's ideas in matters of religion, as in other



matters, are built upon his own concrete experiences. His concepts of the attributes of a fatherly God will be influenced, perhaps imperceptibly, by his experience of the attributes of his own father or others in a paternal role. <sup>62</sup>

Such leaders in the field of Christian education as Smither assert that more spiritual understanding of God is sensed at this age but not stated. The child lives the Bible teaching before he can consciously name it from the Bible. <sup>63</sup> For instance, his ideas of God grow not only through active church life and association with mature Christians, but also through many experiences with the natural world. These include growing things, the seasons, the cycles of growth, the work of wind, water and sun. <sup>64</sup> Some of the most valuable worship experiences come through some such experience. There are spontaneous moments when teacher and children pause in silent wonder, say a "thank you" prayer, repeat a familiar verse, stop to ask for help, sing a joyous song of praise, or just quietly think of something beautiful. There is also a place for planned services. These should be planned with the children for they enjoy simple

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62 Jersild, Child Psychology, pp. 459-460.

63 Smither, The Use of the Bible With Children, p. 92.

64 Smither, E. L., Primary Children Learn at Church, pp. 29-30.





liturgical materials. They are delightfully free of self-consciousness; they express simply and sincerely what occurs to them.

Now for a look at the Closely Graded Lessons to see wherein provision is made for the primary child to have such experiences that he should develop religiously. The Closely Graded Lessons provide many opportunities for religious development in activities which are loving, friendly and investigative. For example in the Christmas unit these activities are suggested: studying pictures and retelling stories of Jesus as a man; studying pictures and dramatizing them; playing Santa Claus; filling a stocking for a kindergarten, day nursery, or other group; decorating a Christmas tree for another group or a sick child.

The Closely Graded Lessons also make provision for worship. The teacher uses the Bible with the children because it tells of God and his loving-kindness and of Jesus who lived the truths as well. The teacher and the department work to-

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65 Paulsen, I. G., The Church School and Worship, pp. 41-43.

66 Closely Graded Lessons, Op. cit., p. 88.

67 Ibid., p. 23.

Note: This does not violate the principle that the child lives the Bible teaching before he can consciously name it from the Bible. It goes beyond that principle. The Closely Graded Lessons both name the truth and furnish experiences which parallel the truth in the child's experience.



gether on a prayer of thanksgiving to be used at the close of day. (page 34) At the piano they sing together the song, "The Earth is Full of the Lovingkindness of the Lord". (page 40) The children listen to a story and song interpretation which ends, "He can make worlds, and yet he cares for me!"<sup>68</sup> When Christmas time comes the group enjoy a rich experience of Christmas poetry together which carries them "on the wings of poetry to a realm of beauty where worship is natural".<sup>69</sup> At another session, pictures are used in the worship service while the children sing of the birth of Jesus. These are but some of the mediums of expression used in worship with the six-year-old.

Moreover, the children learn from others who contribute to their feeling of security and whose friendship and kindness represent to them what God's care must be like.<sup>70</sup> Session 1 suggests to the teacher that she will have accomplished her purpose if each child has been made to feel that both teacher and other members of the group are friendly, and that they may go out singing in their hearts because of this spirit of friendliness.<sup>71</sup> The teacher is advised that

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68 Ibid., p. 43.

69 Ibid., p. 84.

70 Ibid., p. 31.

71 Ibid., p. 18.



she is to show the children that she has faith in them. One project is to make a poster showing pictures of some people who help God care for children.

### Conclusions

Gesell and Ilg, selected psychologists, and religious educators are in agreement that in order to grow religiously the child needs to have an active life that is loving, friendly and investigative. Gesell and Ilg state that the child responds cooperatively if his mother helps him in worthwhile activities. Strang concurs in the idea that the Six needs to do something he is ready and eager to do. Leaders in the field of religious education assert that the experiences of the Six must be concrete. In the past too many abstract phrases have been used! The Closely Graded Lessons provide opportunities for activities that are loving, friendly, and investigative.

The Six needs an opportunity to worship. According to Gesell and Ilg, this is the peak period of the primary years of the child's interest in a creative power to which he can relate himself. A psychologist states that the child's idea of God is influenced by his experience with





with his own father. A religious educator reiterates the thought that the child's ideas of God grow through his active church life, his association with mature Christians, and his experiences with the natural world. At first he senses the more spiritual understanding of God. Later God becomes real to him through his experiences. The Closely Graded Lessons make provision for worship which may be spontaneous or planned.

The Six needs adults in whom he can confide. Gesell and Ilg relate the experience of one Six who oftentimes asks his mother, "Even though I've been bad you like me, don't you?" Strang suggests that the child seeks the approval of those of superior ability. The Closely Graded Lessons picture the six-year-old child and his teacher as they work and worship together. It is hoped that the teacher is a wise and understanding guide in whom the child can confide. For the benefit of this teacher there should be more information concerning this child's physical limitations, his emotional instability, and his need of a sense of security. In the past the story-method has too generally been emphasized with primaries. More emphasis is needed upon the importance of experience in the religious development of the child!

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## CHAPTER IV

## THE PRIMARY CHILD (age 7 years)

## A. PHYSICAL DEVELOPMENT

In his gross motor activities, the seven-year-old is fairly cautious but not fearful. Sometimes he is very active, at other times inactive. He repeats a performance persistently and likes to manipulate objects. He still has muscular pains and other difficulties; however, they are more readily brought under control.

Seven is fairly cautious but not fearful. True, he may not wish to meet new situations by himself but a wise mother or teacher may help him to resolve his fears. His mother helps him to analyze the ghost in his room; he is relieved by the realization that it was merely his clothes on a chair. He is not afraid to go down into the cellar because he takes his sister along, opens the door and politely says, "Ladies first!"<sup>1</sup>

Provision should be made for both active and inactive interests. The activity of the seven-year-old is variable. He is sometimes very active and at other times inactive. At times his mother complains that he is deaf; however the ap-

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<sup>1</sup> Gesell, Arnold, and Frances Ilg, The Child From Five to Ten, p. 146.



parent deafness is relative to his attention. Since he is so deeply engrossed in his activities he does not readily shift his attention.<sup>2</sup> At other times he may rush through the house slamming doors and shouting at the top of his voice. He is considered a good tree climber, because he has learned first to stop and judge the distance between the limbs. He may ride a bicycle well while on the sidewalk. He is really learning to swim; he likes to bat a ball, shoot arrows, slide, skate, and even ski. He is especially interested in shooting the bow and arrow because of the cautious release of the arrow.<sup>3</sup>

One method used to vary the program of physical activity is to allow the seven-year-old to manipulate various objects. Because of this desire he picks up pencils, erasers, sticks, and stones, and accumulates them in his desk. It is small wonder that carpentry is enjoyed by a boy of this age.<sup>4</sup> He may make a Christmas gift for his parents.

He is ready to develop physically when his security is increased by wise supervision which brings both freedom and responsibility, when provision is made for both active and inactive interests, as well as some manipulatory plea-

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2 Ibid., p. 143.

3 Ibid., p. 151.

4 Ibid., p. 153.





tures.

Such leaders in the field of psychology as Strang state that children may learn to solve their own problems. According to the results obtained from one group studied, suggestibility appears to reach its peak at about seven<sup>5</sup> years of age. Hence the importance of sympathetic parents and teachers to guide the primary child! One father decided to help his son develop more fully. He had been afflicted with several childhood diseases which left him frail so that it was difficult for him to compete with children of his own age. The father taught his son to catch<sup>6</sup> and pitch. They also played tennis and swam. Because the heart is oftentimes unable to furnish all the blood supply necessary for long continued exertion, parents and teachers should supervise the child to see that activity is not<sup>7</sup> too long and too strenuous.

An example of interesting activity which is not too strenuous, is that of the second grade group which made pottery and Indian costumes in connection with their study of Indian life. The chief value of the project is not in

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<sup>5</sup> Strang, R., An Introduction to Child Study, pp. 324-325.

<sup>6</sup> Powdermaker, F., and L. I. Grimes, Children in the Family, p. 288.

<sup>7</sup> Skinner, C. E., and P. L. Harriman, Child Psychology, p. 69.



the finished product, but because it provides physical and mental activities that are satisfying to the child. These bring him into contact with materials and processes by which the materials are made into articles of use.<sup>8</sup> Such projects are helpful for the understanding of Bible backgrounds also.

Leaders in the field of Christian education like Martin suggest that a reproduction of the scene of a Bible story may involve the use of plasticine, spools, wire, cardboard, paper-clips, and other things, all of which are classed as work materials to be manipulated by the seven-year-old.<sup>9</sup> Occasionally the teacher finds time to go on picnics or hikes with the children. Through such fellowship<sup>10</sup> she comes to know their special abilities and needs. When Sunday morning comes the teacher is at the church early. As the children arrive she engages them in worth-while activities.

The Closely Graded Lessons, Course 2, Part 1, Work and Worship in the Church, record that for the most part children in the second grade have passed through the diffi-

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8 Strang, Op. cit., p. 300.

9 Martin, M. G., Teaching Primary Children, p. 67.

10 Widber, Mildred C., Primary Children In The Church, pp. 5-22.



culties of adjustment in which the beginning of the public-school experience had placed them; they are beginning to choose and judge their own purposes. It is as though having achieved a painful adjustment, the child pauses briefly to enjoy and to live before going on to future problems and adjustments awaiting him.

A list of activities is given on page 21, through which the children may assume some degree of responsibility for the care of the church. They may decide to make a garden of bulbs outside the church, or they may assume responsibility for tasks in their own room. Collecting, pressing, and waxing leaves provides for physical development and for satisfactions as well. As a kindly caretaker helps the second graders to make a chest for the money which they bring to church they realize security through friendly supervision.

The Closely Graded Lessons make provision for varied activity. On page 53, it is suggested that the children might play "Did You Ever See a Lassie?" which is an active game. On page 33, the teacher speaks of one reason for liking the church is that it makes people quiet and restful. While Gounod's "Angelus" is played, the children rest for a

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11 Smither, Ethel L., Work and Worship In The Church, Course 2, Part 1, Teacher's Textbook, pp. 16-17.





brief time.

The Closely Graded Lessons make provision for the seven-year-old's manipulation of various objects as a factor in his physical growth and as a method in aiding him to serve others. One nursery class wished for a train. The second grade made the train of Kraft cheese boxes, painted it and screwed it together with hook-and-eye screws. Both the primary group and the nursery group were delighted with the outcome.<sup>12</sup>

The Closely Graded Lessons for Primary 2 are in agreement with Gesell and Ilg, selected psychologists and religious educators that the seven-year-old is ready to develop physically when opportunity is provided for his participation in gross motor activities where there is security; in a program which makes provision for both active and inactive interests; including manipulatory projects under wise guidance, and where provision is made for repetition with a purpose and the activities result in satisfactions.

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<sup>12</sup> Ibid., pp. 50-51.



## B. MENTAL DEVELOPMENT

Seven is a school-going pupil who is earnest, assiduous, and somewhat channelized. He is repetitious, mechanical, lacks pliancy, but wants to be correct. It is an assimilative age. Some of the experiences that will aid his mental development are: reading and conversations; writing, drawing and painting; and music, radio and movies.

Many seven-year-olds are fair readers and enjoy reading what they can by themselves. They can get the sense of a story without knowing all of the words. They enjoy fairy stories and funny books. Boys are interested in army and navy stories, books on airplanes, electricity, earth, and nature. Girls like such books as Heidi or the Milne books.<sup>13</sup>

Seven likes to be read to for he is a good listener; he enjoys hearing stories more than once. Yet he depends much on conversation. He feels that he needs someone to talk to and he is apt to talk all day long, for he cannot<sup>14</sup> stop thinking and he must talk to support his thinking.

Experiences with writing, drawing, and painting may also prove channels of thought and expression for the seven-year-old child. Seven writes to erase. He is apt to re-

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13 Gesell and Ilg, Op. cit., p. 152.

14 Ibid., p. 145.

THE HISTORY OF THE

The first part of the history of the world is the history of the human race. It is a history of the progress of the human mind, of the growth of human knowledge, of the development of human civilization. It is a history of the human race, of the human mind, of the human knowledge, of the human civilization. It is a history of the human race, of the human mind, of the human knowledge, of the human civilization.

The second part of the history of the world is the history of the human race. It is a history of the progress of the human mind, of the growth of human knowledge, of the development of human civilization. It is a history of the human race, of the human mind, of the human knowledge, of the human civilization. It is a history of the human race, of the human mind, of the human knowledge, of the human civilization.

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verse certain letters but he usually recognizes the reversals and prefers to erase them. Pencil and paper work, although a strong interest, makes problems for Seven. He may<sup>15</sup> worry if he cannot finish his written work.

If the seven-year-old lags behind a bit in his writing, in drawing he represents his human figures in more accurate comparative size than formerly. At six he portrayed the sky with a patch of blue; now his drawings fill the void; earth and sky join to make an horizon. He peoples his world with the people who live in his community, the policeman,<sup>16</sup> the grocer and the fireman.

The Seven may also learn through the experiences which he receives in connection with music, the radio, and movies. He often expresses a strong desire to take piano lessons. The request may be satisfied if the teacher is willing to allow the child to take lessons without practicing.<sup>17</sup> He is not yet equal to practicing alone. The radio has now become a part of the child's steady diet. He listens to the late afternoon programs and he enjoys adventure and shooting but he needs to be protected from myste-

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15 Ibid., p. 154.

16 Ibid., pp. 137-139.

17 Ibid., p. 152.





ries which disturb his sleep. He doesn't care too much for movies. He has a preference for musicals, dancing, singing<sup>18</sup> and animal pictures. It is an assimilative age. He is ready to develop mentally as he is given opportunity for experiences which will develop both his inner life and his outward conduct; experiences which provide for both reflection and action.

Such leaders in the field of psychology as Strang agree that the seven-year-old is a fair reader and enjoys reading what he can by himself. He can get the sense of a story without knowing all of the words. The interest factors for most seven-year-olds are surprise, plot, and animals.<sup>19</sup> At a Little Red School House in New York City for about six weeks, reading material that comes directly from the children's work and play interests is introduced to a seven-year-old group. Being connected with their vital experiences, it acquires meaning and purpose from the beginning.<sup>20</sup> Writing is also encouraged in this way. A third-grade class invited a second-graded group to their play with the result that the second-grade children were glad to re-

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18 Loc. cit.

19 Strang, Op. cit., pp. 314-316.

20 Ibid., pp. 348-349.

THE HISTORY OF THE UNITED STATES OF AMERICA  
FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME  
BY JAMES M. SMITH  
IN THREE VOLUMES  
VOLUME I  
FROM THE FIRST SETTLEMENTS TO THE REVOLUTION  
NEW YORK: PUBLISHED BY J. B. LIPPINCOTT & CO.  
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ciprocate.

In these different media of learning the teacher's part is to encourage the child's interest, provide the materials, and to call attention to the good points in his method and results. Positive criticism makes the child eager to do original work and to try out suggestions. If the school has fifty-inch high easels, large sheets of wrapping paper or unprinted newspaper, and tempera paints, the Seven enjoys painting scenery for plays. Finger painting is also said to be interesting for the Seven, to relieve tensions and to constitute effective therapy for

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behavior problems.

Again, to change passive interest in the use of the radio is to supplement it by activity, and to tie its programs into family interests. One municipal station gave a series of programs describing the activities of the city departments. Family trips supplemented the material of the broadcasts. Musical programs may be supplemented by reading and by use of phonograph records. An occasional family party on Saturday afternoon to see a good movie has some meaning for all concerned and should be all that any

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21 Ibid., p. 339.

22 Ibid., pp. 244-245.



child between the ages of seven and ten should want. A discussion afterwards of what has been seen, helps the child<sup>23</sup> to develop a critical attitude.

The church school may make use of the child's newly acquired skills of reading and writing but too much should not be expected of this young reader. As he is just beginning to learn to read and to write he often finds it difficult to express his thought because he lacks the words to<sup>24</sup> make his meaning clear. However, experiences of the children<sup>25</sup> will be more meaningful if these skills are used.

One group used their skill in painting a background scene for a Christmas service that they had planned. They acquired in connection with the painting a considerable amount of knowledge that they did not have before, including information about oriental customs, passages from the Bible,<sup>26</sup> hymns and great pictures. Pictures portraying Bible subjects should be simple in detail, they should be accurate; avoid symbolic elements, crude colors, and anything terrify-

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23 Boettinger, E. F., Your Child Meets the Outside World, pp. 86-97.

24 Baird, Op. cit., p. 6.

25 Lewis, H. A., The Primary Church School, p. 21.

26 Ibid., p. 22.





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ing or fear producing. It would seem that prints might fulfill these requirements and still be attractive.

Religious educators also agree that both the radio and the movie are influential in the lives of boys and girls, and that rather than to condemn or censure any movie or radio program, it is a wiser strategy for adults to attend the movie or listen to the radio program in question with as little evident disapproval as possible, and then encourage the children to appraise it. Thus children learn to judge and  
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to make choices for themselves.

While little use has been made in the primary church school group of the radio and movie, music and song do play a very real part. Instrumental music has long been used to enrich the worship experience of adults while in the primary department it oftentimes finds no place. Even though the piano is the most desirable instrument for this department other instruments as the victrola may be used. A violinist may share Mendelssohn's "Spring Song" with the group while  
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they enjoy a picture study.

Most children like to sing and when the songs are selected with the teaching purposes in mind the songs contri-

27 Smither, Op. cit., p. 101.

28 McLester, F. C., Teaching in The Church School, pp. 80-87.

29 Martin, Op. cit., p. 60.



bute to the total learning experience. Songs should be short and simple; the words should be easily understood; the songs should be storylike; the music should be suitable and there should be variety in the songs used.<sup>30</sup> Good music heightens the value and meaning of every experience. The children may sing around the piano before the session,<sup>31</sup> they may sing on a trip, or during work. Music is an experience which develops both the inner life and the outward conduct of the child and provides for both reflection and action.

The Closely Graded Lessons, Course 2, Part 1, are graded in content and presentation for the child of about seven years of age and in the second grade at school.<sup>32</sup> Unit 1 is entitled "Work and Worship in the Church". It is written to help the child find answers to his questions about church activities and to translate those answers into activity.<sup>33</sup> Unit 2, "We Keep Christmas" faces the questions of the seven-year-old concerning the reasons why peo-

30 Loc. cit.

31 Smither, E. L., Primary Children Learn at Church, pp. 103-104.

32 -----, Work and Worship In The Church, Course 2, Part 1, p. 3.

33 Ibid., pp. 12-15.



ple keep Christmas. The stories used in the Closely Graded Lessons for Primary 2, are short; the words used are within the understanding of the child. The subjects portray interesting customs of the Jewish people who lived in Old Testament times but which reflect teachings about God similar to those revealed in the New Testament. New Testament stories which the boys and girls can understand, appreciate and translate into real life and deeds of service are also used.

The Closely Graded Lessons make practically no use of the growing writing ability of the seven-year-old. On page 43 it is suggested that the group work together on a rules chart for the room. The boys and girls choose the rules; perhaps an older brother or sister, who is a good printer, will print the rules after the children choose them.

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34 Ibid., pp. 90-91. Note: Part 1 is outlined as follows:

Unit 1 Work and Worship In The Church

- Session 1 At Work at Church
- Session 2 At Work at Church
- Session 3 Bringing Gifts
- Session 4 The Minister, Our Friend
- Session 5 Learning to Worship
- Session 6 What is the Church For?
- Session 7 Times of Thanksgiving
- Session 8 Sharing at Church

Unit 2 We Keep Christmas

- Session 9 Why We Keep Christmas
- Session 10 Telling the Christmas Story
- Session 11 Bringing Gifts
- Session 12 The Glad Christmas Day
- Session 13 Christmas All the Year





The Closely Graded Lessons for Primary 1, fail to take advantage of this developing skill.<sup>35</sup>

The Closely Graded Lessons make provision for a drawing group. The boys and girls use the method to portray their ideas and to share them with others. It is suggested on page 32 that this group draw pictures about a party which the department has enjoyed and use them in making a frieze. It is suggested on page 68 that the drawing group look up pictures of musical instruments referred to in a story and reproduce them for their record book.

Use is made of picture studies as a method of making more vivid the description and idea that should be interpreted and enjoyed. For example the boys and girls see the picture of Samuel helping Eli in the temple; they discuss how they can be of help in their own church. This is a method which appeals to both reflection and action. The Closely Graded Lesson Text for teachers contains no pictures. The names of good prints are suggested yet the prints which do appear on the story leaflets for boys and girls, and in the Primary Picture Set, Course 2, are thought by some religious workers to be very dull and uninteresting!

The Closely Graded Lessons for Primary 2 make ample

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35 Note: Later use is made of the growing ability of the seven-year-old to write. See Smither, E. L., Work and Worship in the Church, Course 2, Part 3, p. 274.



provision for the use of music with the seven-year-old boy and girl. A Group Interested in Music is formed as a special interest group. They learn the song "What the Church Bells Say". (p. 31) They also learn "Very Softly We Will Walk" and they make booklets to illustrate both songs.

(p. 44) Later they act as a choir to teach the song to the rest of the children. (p. 52) At Thanksgiving they make a gift for the minister and remember a song "If You Want to be Happy Give Something Away" which they sang in the kindergarten. (p. 64) At the last additional session of the quarter as they complete their work and seek to find ways of continuing the practice of good will during the year, they wish to sing the Christmas songs again. (p. 128) The Closely Graded Lessons for Primary 2 do make provision for music to be used as an experience which develops both the inner life and the outward conduct, provides both reflection and action.

### Conclusions

The Closely Graded Lessons agree with Gesell and Ilg, selected psychologists, and religious educators that the seven-year-old is ready to develop mentally when given opportunity for such experiences that develop both his inner life and his outward conduct, provide for reflection and ac-

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tion. There should be opportunity for repetition of the experiences with a purpose and they should result in satisfaction. Concerning the various media by which experiences are realized, several views are noted which have a close bearing on the subject.

Gesell and Ilg and selected psychologists agree that the seven-year-old is a fair reader. Gesell and Ilg state that the Seven writes to erase. Religious educators affirm that the Seven is not too advanced in reading and writing. The Closely Graded Lessons, Course 2, Part 1, make no use of his writing ability. According to Gesell and Ilg the Seven's drawing ability has improved. A psychologist suggests that the teacher's part is to encourage the child's interest and to call attention to the good parts. A religious educator tells of the ability of the Seven to paint backgrounds. The Closely Graded Lessons provide for a drawing group. Some workers in the field of religious education regret that the picture prints used in the lesson leaflets are thought by some to be unattractive. Gesell and Ilg state that the Seven has an increasing interest in music and the radio. Psychologists suggest that the radio offers opportunity for home guidance and should be tied to family interests. Religious educators concur in the thought that

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the wise parent should encourage the child to evaluate and appraise movies and radio programs. While most church schools make little use of radio and movies, music and song do play an important part. Each of these media are experiences which should develop both the inner life and outward conduct of the learner and provide both reflection and action.

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## C. SOCIAL DEVELOPMENT

The seven-year-old is increasingly aware not only of himself but of others. This is true because of the physical and mental stature that he has reached and because of the widening horizons of his world which now include his home, school, church and community.

In his home he uses the mutual pronoun "we" in referring to himself and his mother. He sees his mother in a new perspective; he achieves a measure of detachment from her by developing attachments for others. If his father helps him to dress, listens to his worries, troubles and even misdeeds, he becomes very fond of him.<sup>36</sup> He is particularly mindful of siblings, often playing the part of "big brother" to them. He boasts about older siblings. In fact his interest and feeling for his family is very strong.<sup>37</sup> He may even be interested in doing his share of the family tasks such as emptying waste baskets or garbage pails, cutting the lawn, making his bed and running errands. A word of commendation means more than money at this age.<sup>38</sup>

The seven-year-old's teacher is the person outside of

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36 Gesell and Ilg, Op. cit., pp. 342-344.

37 Ibid., pp. 345-348.

38 Ibid., p. 149.



the family circle who holds the child's paramount interest. He depends upon her; if she commends his behavior his world is bright. He wants the teacher's attention and assistance. "What comes next?" is a frequent question with which the Seven addresses her for even the school room tasks need to be short.<sup>39</sup>

In the schoolroom are his friends and playmates. With them he is apt to do much fighting on the school grounds though less than at six years of age. His ways are less domineering and set although he may leave the scene if things go wrong. He needs to be happy himself in a two-way relationship but he doesn't worry much about his friends. He really prefers older playmates.<sup>40</sup>

The Seven plays in pairs (same or opposite sex) or perhaps in groups. The latter are not well organized and are still primarily for individual ends. They do show a beginning of group cooperation. Girls of this age are eligible for Brownies and boys, for Cub Scouts.<sup>41</sup>

The seven-year-old will develop socially when provision is made for creative experiences in loosely organized groups and when opportunity is afforded him to carry out

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39 Ibid., pp. 152-153.

40 Ibid., p. 355.

41 Ibid., p. 357.





brief tasks with the assuring support of words of appreciation.

Such leaders in the field of psychology as Strang agree that the primary child develops socially when provision is made for him to have creative experiences in loosely organized groups under the supervision of a teacher or other adult, who gives her approval to desirable social behavior or suggests a better conduct.<sup>42</sup> The play group is one of this type. Older members of a family should play with their children though not necessarily in child games. All properly supervised free play develops social qualities.<sup>43</sup>

Leaders in the field of Christian education agree that the primary child will develop socially when opportunity is provided for him to have creative experiences in a loosely organized group under wise guidance. If the child's family has first brought him the experience of Christian group-life the church expands that experience. If he has not known it at home he should find it at church, for the first time, what it is to live with a group in a Christian way.<sup>44</sup> Living together in a Christian way is best learned

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42 Strang, Op. cit., p. 330.

43 Skinner and Harriman, Op. cit., p. 243.

44 Sherrill, L. J., Understanding Children, p. 206.



oftimes through activity. As children work together they discover that they have a happier time when they are thoughtful of one another.<sup>45</sup> As they grow their practice of kindness and brotherhood enlarges to include many. Primary children are at the age when their interests extend beyond their own small group.<sup>46</sup>

The Closely Graded Lessons are in accord with the views expressed by the writers considered in this chapter, that the seven-year-old develops socially when opportunity is given for him to have creative experiences in the loosely organized group under wise guidance, and when those experiences bring satisfaction to the child. The title of the Lessons, Work and Worship in the Church, suggests such experiences.<sup>47</sup> Each activity, especially those in Group 3, centers around relationships and leads the seven-year-old into a participation of church fellowship.<sup>48</sup>

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45 Baird, Op. cit., p. 28.

46 Smither, E. L., Primary Children Learn at Church, pp. 35-36.

47 Note: For session titles see Chapter 4, Part B.

48 Note: Activities, Group 3, concern activities  
 A) With each other, B) With the minister,  
 C) With church officials and other adults,  
 D) With the janitor, E) With other groups,  
 F) With groups outside of the church. See  
Closely Graded Lessons, pp. 22-23.  
 The part of the teacher is that of guide.  
 (p. 18)



## D. RELIGIOUS DEVELOPMENT

The age of seven is the beginning of reason but also the beginning of skepticism. An ethical sense is germinating but as yet the sense of property is immature. Seven wants to be good although he wants to be himself too. No longer is he concerned solely with specific actions which are allowed or forbidden. Ideas of good and bad are slightly abstract to him although he is proud of a "good" day and concerned about "bad" days. He seems to discriminate between good and bad in other children. He is beginning to be conscious of the attitudes of his playmates as well as of their actions and will sometimes say "I don't want those  
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kids to make fun of me!" As he is conscious of these attitudes, his consciousness of God's attitude toward what he is and does may be awakened. Yet, he may feel a certain skepticism about God; on occasion he may refuse to say his  
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prayers.

Other problems such as alibiing and blaming others confront him. The blaming is usually ill-founded; the alibiing may have a touching trace of conscientiousness. He answers "I was just going to do it". There is an increas-

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49 Gesell and Ilg, Op. cit., p. 135.

50 Ibid., p. 157.





ing concern over the wrongness of lying. Since his sense of property is immature he may appropriate pencils, erasers and the teacher's pitch-pipe.<sup>51</sup> These are some of the problems which sympathetic adults may help him to solve.

Seven can accept responsibility. One seven-year-old reviewed her actions of the day to show wherein she accepted responsibility as follows: obeyed mother, "picked up" the living room, went to bed willingly, remembered to close the bathroom door,<sup>52</sup> was quiet in the library. The child of seven is ready to develop religiously when his experiences give security with responsibility, opportunity to worship and to serve, and sympathetic fellowship of adults in solving his problems.

Such leaders in the field of psychology as Skinner and Harriman are in agreement concerning Seven's need for experiences requiring responsibility under guidance. As an illustration, John, age seven, had a number of cherished toys, including a tricycle, a wagon and a little lawn mower. One day he refused to share his possessions with some little friends; a quarrel ensued and they went home. Then John complained to his mother who replied, "If we expect to

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51 Ibid., pp. 135-136.

52 Gesell and Ilg, Op. cit., p. 156.



have friends to play with we must share our toys". Later the children returned; John permitted them to use his play-things with the result that all enjoyed themselves. John's mother had used a concrete situation to teach him something about the value and responsibility of sharing things with  
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 others.

A child's earliest formulation of what is right or wrong, good or bad, is in terms of rules laid down by his elders with regard to specific acts and situations. In time he learns to formulate standards of conduct and judge a specific situation in terms of the general rule. This leads to standards of conduct formulated in his own terms and for his own reasons rather than those stipulated by his mother and father. Later he may say, "It would make him feel bad", or "I wouldn't want him to do that to me, so why  
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 should I do it to him?"

The school age is a period of learning how to accept defeat in games like a sportsman, of learning how to react to failure as a challenge to a greater effort, of learning not to cheat in work or play, and of expanding group participation and shared responsibilities. Although most of these lessons are continuing throughout the school years,

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53 Skinner and Harriman, Op. cit., pp. 258-259.

54 Jersild, Op. cit., p. 444.



the first three usually determine the child's attitude toward school and the routine of school throughout his school life, and often his attitude toward work for all the years of his life work.<sup>55</sup>

A by-product of the attitude of reasonable willingness to do a job which must be done whether the child wishes to do it or not is the development of honesty in relation to work. Likewise sharing of responsibility for property used by all is an excellent lesson not only in responsibility but also in respect to property. Scarcely any child of this age fails to have at least one experience in taking something which does not belong to him. Apparently at least one specific yielding to temptation is necessary to teach the child self-control in the face of temptation. The first stealing should be regarded as "a mistake". "It was there; it was not yours; you made a mistake and took it; we'll return it" or, "We'll pay for it".<sup>56</sup>

Lying is a natural sequence of stealing or other misbehavior. Many children lie to avoid punishment especially if punishment is over severe. Some may lie for ex-

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<sup>55</sup> Breckenridge, M. E., and E. Lee Vincent, Child Development, p. 472. Marion E. Breckenridge is Nutritionist at the Merrill-Palmer School, and E. Lee Vincent was formerly psychologist at the Merrill-Palmer School.

<sup>56</sup> Ibid., 473-477.





citement and to impress the other children. Many adults attempt to deal with stealing, lying and teasing by constant moralizing. The problem is to teach children a sense of honor within themselves without fear of police or other outside force. Always avoid the instilling of superstitious fears or a super-conscientious overanalysis of every item of the child's behavior. The real objectives for the teaching of morality are: 1) to help children to find richness of sharing, the "loving thy neighbor", 2) to bring about "peace within" which comes from the "good life"; in other words to teach that "imperfection is uncomfortable in the face of perfection".<sup>58</sup> Good religious training and understanding adults help to accomplish this.

Selected leaders in the field of religious education agree that the seven-year-old needs an opportunity to serve, to worship and to experience a growing sense of responsibility under wise guidance. For instance, a primary group may discuss what they can do to make the classroom prettier,<sup>59</sup> or what they may do to help in the church school worship. Children should have experiences in the church school that

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57 Ibid., pp. 478-479.

58 Ibid., pp. 480-481.

59 Skinner, M. E., Children's Work In The Church, p. 122.



will lead them to be eager to become members of the church, share in the work of the church and become interested in missionary activities.

In the teaching of the Bible the seven-year-old will need to have it taught to him in connection with real life. Certain Old Testament stories that depict interesting customs and pictures of life and worship may now be told to groups in the second and third grades. These stories reflect teachings about God that are similar to those revealed in the New Testament. The Seven can find with his parents' help Bible verses that tie in with the activities of the teaching unit under way. Some principles of the Christian religion essential to Seven's growth are not found in narrative form in the Bible. These are learned frequently in connection with activities, discussion, poems and songs. Thus the child lives the Bible teaching before he can consciously name it from the Bible.

Children cannot appreciate the great oratorios in their entirety, but many respond to selected passages when the music is rightfully introduced. As an illustration, a

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60 McLester, F. C., A Growing Person, p. 93.

61 Smither, E. L., The Use of the Bible With Children, pp. 90-93.

62 Loc. cit.



group of Primary children were introduced to a fairly difficult musical setting to a Bible passage.<sup>63</sup> The leaders in the department first mastered the music. There was a discussion about the goodness of God in caring for people. The 145th Psalm was read and the leader suggested that the teachers sing the words of the Psalm to the group. The praise song was sung beautifully and the children were invited to join in the singing. In a few sessions they had<sup>64</sup> mastered the song and it became one of their favorites.

There are story-papers and Bible story-books that reflect the same teachings that the Bible gives, but graded in content and presentation for the child. The words must be simple and concrete, rather than the vague abstract ones commonly associated with religious teaching. The thinking<sup>65</sup> must be fitted to the child's thinking and living.

The Closely Graded Lessons, Course 2, Part 1, Work and Worship in the Church are graded in content and presentation<sup>66</sup> for the child of about seven years of age. According to the author, the seven-year-old is ready to mas-

63 Martin, Op. cit., pp. 12-13.

64 Shields, E. McE., Music in the Religious Growth of Children, pp. 86-87.

65 Martin, Op. cit., pp. 12-13.

66 Note: For titles of Units and Sessions see Chapter 4, Part B.





ter those routines of behavior and activity at church that are sometimes called churchmanship. The best way to aid the child to answer his questions about these activities<sup>67</sup> is to help him to work out the answers for himself. Session 1 of Unit 1 of the Closely Graded Lessons is a picture study of the boy Samuel rendering service as a Levite in the church at Shiloh. Samuel had tasks to perform in this wilderness church. The child in Primary 2 may find tasks to do in his church also. Session 2 concerns a beautiful song, Psalm 122, which the Jewish people sang as they went to church, and also a story entitled "When Harry Was Busy". Session 3 is entitled "Bringing Gifts". It relates how the people brought their gifts willingly in order to have a church. Session 4, "The Minister, Our Friend", contains a Bible story which tells of how people made a chest in which to put money for the repair of the temple. The minister may visit the department and tell of ways in which the boys and girls may help in their church. Session 5, "Learning to Worship" furnishes an interesting picture of the musical instruments and choruses used in the worship of the temple. Session 6, "What is the Church For?" contains Biblical material on the early Christian church whose interest was in the

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67 The Closely Graded Lessons, Op. cit., pp. 16-17.



people whom it could serve. Sessions 7 and 8 look forward to Thanksgiving. They contain stories from Nehemiah, Leviticus and Deuteronomy on the festivals of the Jews, each of which has a social emphasis.<sup>68</sup>

Unit 2 faces the questions of Seven concerning the reasons people keep Christmas. It answers by giving a picture of how Jesus lived and served others; because he did this, people wish to celebrate his birth. Seven-year-old boys and girls read these stories; they hear them read, they discuss with their teachers and parents how they may help others so that Christmas may last all the year.<sup>69</sup> Also they observe how their parents, teacher and friends make a continual contribution to those in need. They too grow religiously when they learn to share God's love by acts along with these other members of the fellowship.<sup>70</sup>

Thus the Closely Graded Lessons Course 2, Part 1 make provision for the religious development of the seven-year-old through the materials which are provided for study, worship, service, and fellowship activities which bring him an increased sense of security and responsibility under wise guidance. This guidance is a necessity and the continuing

68 The Closely Graded Lessons, Op. cit., pp. 16-92.

69 Ibid., pp. 92-124.

70 Ibid., p. 19.



emphasis must be upon the purposeful activity of the child.





## CHAPTER V

## THE PRIMARY CHILD (age 8 years)

## A. PHYSICAL DEVELOPMENT

The eight-year-old child is in general healthier and less easily fatigued than the Seven. His arms are elongating, his hands are enlarging. He still has a rich measure of engaging naivete and abandon of childhood; however he is growing up and both he and others are aware of it. Already the subtle changes in body proportions foretell the more<sup>1</sup> marked changes which will come with pubescence.

Eight has fewer communicable diseases than do younger children and he recovers more rapidly. If he has a cold it usually lasts no more than two days. His improved school<sup>2</sup> attendance record reflects his better health.

He has lost the caution he had at seven. He misjudges himself as being better than he really is. Accidents are a major cause of death at this age, chiefly from automobiles, falls and drowning. He is not ready to take his bicycle out on the highway for he may be hit by a pass-

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1 Gesell and Ilg, Op. cit., pp. 160-167.

2 Ibid., p. 173.



3  
ing car.

Courage and daring are his special characteristics. If he climbs trees or walks a plank he steels himself. He may verbalize his fear and may need some encouragement but he accomplishes the feat. He runs, jumps, chases, wrestles. Hide-and-seek is a favorite pastime but he is ready for more organized sports such as soccer and baseball. When a part of the activity, he is a good spectator as well as  
4  
performer.

Eight enjoys not only gross motor activity but he enjoys an increase of speed and smoothness in fine motor performance. He has an easy release; he holds pencil, brush, and tools less tensely. Girls can hem a straight  
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edge in sewing for there is better eye-hand performance. Because of these developing abilities of Eight, there is interest in doing many things. However, not possessing the sustaining power acquired at nine years, many things  
6  
may be left uncompleted.

Eight is ready to develop physically when both such gross and fine motor activities are provided that he will

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3 Loc. cit.

4 Ibid., p. 168.

5 Ibid., p. 237.

6 Ibid., p. 169.



feel a sense of challenge and responsibility in realizing their successful completion, under wise guidance, and for a purpose.

Such leaders in the field of psychology as Strang speak of the value of physical activity not only for the improvement in motor control, skill, and poise, but also in the establishment of social, moral, and personal habits. These include learning to play with others, to take turns, to play fair, to plan a piece of work, to face difficulties<sup>7</sup> that arise and to stick to a job until it is finished. Such results are possible and desirable through the use of both gross motor activities and fine motor activities. At eight years both boys and girls are interested in running races for games of chase are at a height. Play ball is the boy's favorite game.<sup>8</sup> Girls enjoy playing house. One third grade group found satisfaction in fine motor activity by weaving cloth, making candles and simple articles of furniture similar to those used in the Colonial period, for a play house.<sup>9</sup>

Some leaders in the field of religious education, like Martin, agree that activity and play are so closely

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7 Strang, Op. cit., p. 337.

8 Ibid., pp. 298-299.

9 Strang, Op. cit., p. 300.





related to Christian growth that the primary teacher will wish to provide for some of it in her program so she may see how far her teaching is actually becoming part of the lives of her boys and girls.<sup>10</sup> Activities suggested are planting and caring for seeds and bulbs, helping to care for the classroom or church, giving relief in time of need, and participating in a community event. These should be suited to the age interests and abilities of the child; they should be purposeful; should enlist every child; should be varied, and should be completed for unfinished work<sup>11</sup> loses much of its teaching value. Both parents and teachers should help each boy and girl discover what he can do best, then help him gain proficiency in that field, whatever it may be. This is imperative in both church school and day school, for there is a tendency to lay too great<sup>12</sup> emphasis on "book learning".

Most children recognize success in any field, whether it be reciting the books of the Bible or playing marbles, carving soap figures or telling the story of David, winning a foot race or identifying birds, making a Palestinian house out of cardboard or leading a group game.

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10 Martin, M. G., Teaching Primary Children, p. 18.

11 Ibid., pp. 96-98.

12 McLester, F. C., A Growing Person, p. 94.



Many activities help the eight-year-old both to gain status<sup>13</sup> and to develop physically.

Once the teacher of religion senses the relation between good health and spiritual growth and happiness, she will be glad to find in a teacher's book such a unit as the one about "God's Plan for Health". When she urges a diet to include fresh fruits and green vegetables, when she tries to develop appreciation for "God's gift of milk", she does so because she feels a healthy body is pleasing to God and<sup>14</sup> is a valuable asset to a Christian.

The teacher may aid in discovering physical defects as in hearing and seeing. If a child does not hear or see, he becomes inattentive and starts mischief in the group. Although communicable diseases are not as prevalent among the eight-year-olds as among younger primaries, the teacher should watch for such symptoms as sneezing, coughing, running noses, and red eyes; she will do well to keep the child<sup>15</sup> who has these symptoms from mingling with the group. Since the physical condition of a child influences not only his activities but also his psychological and emotional development, and has much to do with character development, the

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13 Ibid., pp. 94-95.

14 Martin, Op. cit., p. 9.

15 Ibid., pp. 9-10.





church school is not stepping out of bounds when it becomes interested in the health of its children and takes time to emphasize good-health habits.

The Closely Graded Lessons, Course 3, Part 1, Learning to Live as Friends of Jesus, is divided into two study units: 1) Friends of Jesus Work Together Through The Church, and 2) Joy to the World. Unit 1 introduces the story of

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16 Loc. cit.

17 Lindsay, Meta R., Learning to Live as Friends of Jesus, Course 3, Part 1, pp. 1-128. Note: Briefly the textbook is outlined as follows:

Purpose: To lead boys and girls in the third grade to work together in the church as friends of Jesus, helping, sharing and worshiping together: to provide for the children many opportunities to:

1. Care for their own room
2. Be kind and considerate to younger children
3. Find beauty...that makes them think about God and participate in worship
4. Become friendly with people who work in the church and to share in their work
5. Understand better the many ways Jesus helped people and how his friends have continued his work of helping and sharing both now and in apostolic times
6. Discover in the work they undertake ways of being friends of Jesus.

Thinking of Jesus as one unequalled in helpfulness and unselfishness, and of his followers as practicing his spirit is an excellent foundation for the Christmas season.

Unit 1: Friends of Jesus Work Together

1. Working Together at Church
2. Going to Church
3. Friends Help Us to Worship
4. Showing Friendliness as Jesus Did
5. Working as Friends of Jesus
6. Friends Helping One Another
7. Being and Finding Friends
8. Giving Thanks

(cont.)





Nehemiah and the people rebuilding the walls of Jerusalem, the visit of the boy Jesus to the temple in Jerusalem, Psalm 100, a song of praise used in the temple worship, the story of how Peter and John heal a lame man, and stories of Paul, Dorcus, Lydia, Aquilla and Priscilla who work together as friends of Jesus. Unit 2 introduces the Christmas stories of the birth of Jesus. In these units it is found that the Closely Graded Lessons make provision for both gross and fine motor activities which bring a sense of challenge and responsibility in the realization of their successful completion, under guidance and for a purpose. <sup>18</sup>

(cont.)

Unit 2: Joy to the World

9. When Jesus Was Born
10. The Shepherds Seek Jesus
11. The Wise-Men Bring Gifts
12. Christmas Day Again
13. Everywhere Christmas

18 Ibid., pp. 7-10; 81-82. Note: Some of the activities mentioned are,

Unit 1:

- Session 1 Arranging the worship center  
Playing the story
- Session 2 Visiting the church sanctuary  
Making a picture frame
- Session 3 Working on a class record book
- Session 4 Continuing work on the worship center
- Session 5 Writing a prayer  
Recording in the class book
- Session 6 Arranging the place for conference  
or worship
- Session 7 Playing a story  
Completing Thanksgiving gifts
- Session 8 Delivering gifts  
Arranging room for guests

(cont.)



Such activities as "playing the story" in session 1 and "completing Christmas gifts" in session 12 demonstrate that the Closely Graded Lessons recognize the need for activity and play in the program. In Session 4 provision is made for inviting a doctor who discusses with them the ways of health.

In the Closely Graded Lessons provision is made for "repetition with a purpose". In session 4 is found this suggestion, "The class may repeat in unison the words of songs and of Psalm 100. It is so easy to forget what has been learned unless it is recalled frequently." Later the group uses this Psalm of praise in a Thanksgiving service. After the Thanksgiving service the boys and girls "straighten up" the room. Later they make gifts for the hospital;

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(cont.)

Unit 2:

- Session 9 Beginning carol books
- Session 10 Adding to the new carol book
- Session 11 Completing creche
- Session 12 Completing carol book
- Completing gifts for parents or friends
- Sending or delivering gifts
- Session 13 Recording Christmas plans

19 Note: See page 119, reference 10 of this paper.

Note: 20 The Closely Graded Lessons, Op. cit., p. 43.  
See page 120, reference 14 of this paper.

21 Ibid., p. 51.

22 Ibid., p. 56.



however the work is concluded in time for the children to  
leave their room in an orderly condition.<sup>23</sup> These activi-  
ties should bring satisfaction to the growing boy and girl  
of eight years.

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23 Ibid., p. 58.





## B. MENTAL DEVELOPMENT

In conjunction with an increase of speed and smoothness in both gross and fine motor development Eight is developing mentally. His mind is characterized as being hungry, expansive, and evaluative. He is both curious and inquisitive. He wants to know all about human relationships. He questions about the inside of the earth and the insides of the human body. He is interested in other cultures. He likes to hear that the Chinese children play marbles and hide-and-seek just as he does. He examines simple maps, Indian trails and the routes covered by the<sup>24</sup> early pioneers. Eight is not an here-and-now age.

He can give similarities and differences between simple objects; he is beginning to understand cause and effect. The fact that he can verbalize ideas and problems<sup>25</sup> is a real forward step.

In writing he spaces words and sentences; his script has a more uniform alignment and slant. Often his ideas exceed his ability to write them. He is more aware of body proportions in his drawing of human figures; he begins to draw in perspective, perhaps because he is more ob-

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<sup>24</sup> Gesell, A., and Frances Ilg, The Child From Five to Ten, pp. 163-165.

<sup>25</sup> Ibid., p. 447.



serving. Thus he does not have to touch what he sees as  
<sup>26</sup>  
 often as formerly.

In the dramatic interest of Eight there is evident not only expansiveness but also evaluation. He can assume one role after another, appraising each role in terms of how he would or ought to feel under the required circumstances.<sup>27</sup> Formerly he simply mimiced roles without this evaluative inflection. Now he loses himself in his very real ability to dramatize. His pretended cry may be so realistic as to deceive.<sup>28</sup> When the assigned task proves too difficult he may clap his brow in despair and exclaim, "Hey what's the matter with me! Am I slipping, or something?"<sup>29</sup>

He enjoys reading too. An Eight who is just beginning to read well enjoys reading spontaneously. He is especially interested in books of travel, geography, and far away times and places. He likes to look at pictorial magazines;<sup>30</sup> he can pore for hours over catalogs. As to the radio, he even neglects play for it and is apt to listen to the

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26 Ibid., p. 169.

27 Ibid., p. 163.

28 Ibid., p. 176.

29 Ibid., p. 167.

30 Ibid., p. 181.



same programs each day. He is branching out into mysteries, comedies, quiz programs, and even the news. His interest in the movies is increasing too, and he will often select his "kind" of movie with his parent's help.<sup>31</sup> His mental advance through all these different avenues may cause him to go out-of-bounds verbally, but on the whole, he is more capable of managing his thoughts and thinking things through.

Eight is ready to develop mentally when given opportunity for experiences that expand his growing mind to take in the future and past as well as the present, that sharpen his sense of curiosity, and that lead him to evaluate life.

Leaders in the field of psychology, such as Strang, agree that Eight is expansive and also evaluative in his mental growth. The child should have the perceptual acuity and coordination which writing involves.<sup>32</sup> This activity is encouraged by concrete situations which offer a challenge. A group of third graders wish to make valentines to give to their mothers. When they are able to write the inscription neatly and well, they are permitted to make the valentines. Another group wishes to invite a second grade to

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31 Loc. cit.

32 Strang, Op. cit., p. 302.







their play. To those who write well is given the special<sup>33</sup> privilege of using pen and ink for the purpose.

His mental expansiveness is shown through "words", which Eight enjoys. He can tackle new words through context or phonetics. His vocabulary is estimated as high as 7,425 words though the average number for the Eight is<sup>34</sup> about 3,000. By the end of the eighth year his vocabulary has increased not only in quantity but also in richness of meaning. He defines an object or animal, such as the tiger, as "It's an animal like a big old cat that I saw in the circus". His vocabulary improves through associations and<sup>35</sup> vividness of experience.

He can be expected to answer five out of six simple questions on a story one paragraph in length. He can repeat without error a sentence of about sixteen syllables after having heard it once. Eight, when tested on his knowledge for movies, recalled 60 per cent of the content<sup>36</sup> as tested.

Selected religious educators, for example Martin, agree that Eight is an expansive age. They speak of the

33 Ibid., p. 339.

34 Ibid., p. 307.

35 Ibid., p. 311.

36 Ibid., p. 322.



child's growing curiosity which takes the form of asking many questions, and trying to discover facts for himself. Curiosity concerning the working of a mechanism is often mistaken for wilful destruction while it may be merely the key that unlocks information that leads to valuable learning. In the church school this curiosity may bring surprising questions concerning nature and the creative process, concerning God or Jesus, and concerning their relation to the Bible stories which have been read. The thoughtful teacher treats all curiosity with respect, and tries to encourage it and uses it as a key to learning.<sup>37</sup>

One teacher used Eight's imagination, which also thrives at this time, as a preparation for a drawing activity. The children imagined they were taking a walk in the woods and told of the beautiful things they saw there which God had made. Then they tried to express this imaginative adventure on paper with the help of crayons. Imagination is helpful in dramatic play also, for by means of it the child reenters the experiences of people living in other days and other circumstances. When Eight reenacts the story of the Good Samaritan, he portrays kindness for one in need which helps the group to sense the meaning of Christian love.<sup>38</sup>

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37 Martin, Op. cit., pp. 10-11.

38 Ibid., pp. 11-12.



Again kindness is furthered by such skills as reading and writing. Sending a greeting to a sick friend calls for writing or printing; the childish scrawls that are legible mean more than the neat script of the teacher because they are the child's own expression.<sup>39</sup> Christian education stimulates the child more if leaders do less for him and more with him.<sup>40</sup> This is life-situation education of a high order and helps the child with his expanding mentality to evaluate life as he encounters and solves the problems each day.

The Closely Graded Lessons, Part 1, Course 3, provide materials that teachers and leaders can use in work with the eight-year-old child. With these for guidance he discovers what people in Bible times did as friends of Jesus, what people are doing today in other countries and in our country, and how friends of Jesus may work together to bring peace and good will to the world.<sup>41</sup> Thus the growing mind is given an opportunity to expand, to take in the

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39 Ibid., p. 13.

40 Veith, P. H., The Church and Christian Education, p. 85.

41 Note: Refer to page 121 of this dissertation for lesson titles. As lessons are studied the thought is brought out that boys and girls may participate in the work of the church today as friends of Jesus. (Text, p. 83)







past and the future. His sense of curiosity is sharpened<sup>42</sup> and he is led to evaluate life as he finds it.

Likewise provision is made for the use of the child's developing skills, his increased ability to read, to write,<sup>43</sup> to dramatize, to draw, to paint.

Provision is made for repetition of stories and memory work also. The richness of the materials and proposed activities are intended to bring satisfaction to the growing child.<sup>44</sup>

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42 Note: After the children carry out the plans for Thanksgiving, they discuss and evaluate the plans. (Text p. 81)

43 See this dissertation p. 122 for list of activities.

44 See p. 48 of Text, "Some repetition is necessary for successful learning", or, p. 51 of Text, "It is so easy to forget...unless it is recalled frequently."



## C. SOCIAL DEVELOPMENT

As Eight was expansive in his physical and mental development so is he in his social development. He is more of a person by adult standards and in terms of adult-child relationships. Eight listens closely when adults talk among themselves; he continually looks and listens for cues and indicators in his social environment. Somewhat unconsciously he shapes and establishes his own position in circles at home and school.<sup>45</sup>

As he realizes his own developing selfhood he begins to doubt the infallibility of his parents and adults in general. He takes delight in confronting them with riddles that they cannot answer.<sup>46</sup> Of his parents his mother is still his favorite. With her he now demands a closer psychological interchange whereby he penetrates deeper into adult life, at the same time achieving increased detachment from parental domination. He prefers that she give him a clue as to proper behavior rather than instructing him directly.<sup>47</sup> He expects her praise.

Eight does fairly well with younger siblings although

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45 Gesell and Ilg, Op. cit., pp. 160-161.

46 Ibid., p. 166.

47 Ibid., p. 161.



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he has rather lost his big brother attitude. When he is responsible for the care of a younger sibling he is likely to be too strict. He does his best when he is helped to a good start especially if he is coached ahead of time how he is to act. Afterwards if he is told that he has done well or is awarded privileges that the younger sibling does not have, his sense of prestige and status expands. 49

At school he and his classmates discipline and control their own activities to a considerable degree through mutual criticism and assignments of responsibility. Far less is he dependent upon his teacher for personal support. 50 However the eight-year-old is only at the beginning of well coordinated and sustained group activity. His spontaneous club organizations are short-lived. There is much bickering and dispute at ball games but the play goes on. Where the Seven quits the eight-year-old generally muddles through. He may set up a lemonade stand with several companions with business conducted on a cash basis. 51 By competition Eight is held to completion of a task. Under some situations he is bossy; under supervision this urge to con-

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48 Ibid., p. 179.

49 Ibid., p. 161.

50 Ibid., p. 162.

51 Ibid., pp. 162-163.





trol is harnessed to help some child who needs individual  
<sup>52</sup>  
 attention.

Strong friendships are more likely to occur between two children of the same age, but a fair number of Eights play better with older children whom they admire and who will protect them from being mistreated. Eight marks the beginning of a definite change as to preferred sex of playmates. Also boys and girls are beginning to segregate in  
<sup>53</sup>  
 their games. Above all else Eight abhors playing alone. Whatever he does, he wants the companionship of another child, for he is in an expansive phase of development when his emotional nature seeks rapport with the widening  
<sup>54</sup>  
 world. He is ready to develop socially when opportunities are provided for him to have ever expanding experiences with others, under wise supervision, that cause him to feel an added sense of prestige, status, and responsibility.

Such leaders in the field of psychology as Breckenridge and Vincent list some of these socially desirable experiences as the sharing of the teacher's time and atten-  
<sup>55</sup>  
 tion, and his learning to "team" up with his peers.

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52 Ibid., p. 174.

53 Ibid., p. 179.

54 Ibid., p. 385.

55 Breckenridge, M. E., and E. L. Vincent, Child Development, p. 472.



A good modern school helps the child to live with other children happily and effectively while engaged in socially useful activities. In fact the school's influence upon the social and emotional development of many children is of greater value than its contribution to their fund of academic information.

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The child's social integration is seen as being accomplished principally through play in the course of which lessons are learned through experience in handling materials, dealing with contemporaries, and making necessary adjustments.

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Selected leaders in the field of religious education, as McLester, are in accord with these views; they state while it is necessary for children to have some supervision in their play it may be indirect and should never foster the habit of "telling on each other". Through the give and take on the playground they learn to adjust themselves to each other. They should be left to settle their own differences unless they inflict real injury on each other or a bully torments weaker or younger children. They should be helped to settle their disagreements in construc-

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56 Brooks, Op. cit., p. 388.

57 Beverly, B. I., A Psychology of Growth, p. 85.



tive ways, such as the forming of a "Sportsman's Club" in which they make and abide by their own rules. Thus they learn to respect the rights of others coincidentally with  
58  
their play.

One group of third graders established such rules. Later two of the children had a quarrel over a flower pot on which they were working together. The teacher asked them to stop work and to look at a rule on the chart that would help them find a way out of their trouble. They found the rule "Learn to take turns", used it to settle  
59  
their quarrel and went back to work.

Another group of eight-year-olds were very intolerant of all people different from themselves. When aware of this the parents met for the purpose of planning a way to help their children to a better understanding of others. Stories were read showing the contributions made by other races; this led the children to invite two Japanese children to visit their school. The difference in the appearance of the Japanese at first caused a feeling of suspicion and strangeness which might easily have developed into hatred. However they played games together, sang, talked, read and painted pictures. Needless to say, the differ-

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58 McLester, F. C., A Growing Person, pp. 95-96.

59 Baird, Op. cit., p. 30.







ences grew less and the likenesses more. Before the morning had passed one half of the children had the honor of sitting next to the guests. They discovered the Japanese girls were more polite and could draw better than they.<sup>60</sup>

At another time some Negro children who did rhythm work visited the school. During the year the children enjoyed corresponding with some English children. In the spring they chose George Washington Carver as the representative American whom they admired most. Observation and contact taught them that differences are caused mainly through environmental factors, therefore individuals should be judged on their own merits. Thus these boys and girls acquired an appreciation for others. They grew socially.<sup>61</sup>

The Closely Graded Lessons are in accord with selected leaders that the Eight is ready to develop socially when opportunities are given for him to have ever expanding experiences with others, under wise guidance, that cause him to feel an added sense of prestige, of status, of appreciation and responsibility. The titles of the units and the purpose of the sessions indicate the opportu-

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60 Wright, Dorothy, "A Group of 8-year-olds Find New Friends" Religious Education Magazine, May-June 1945, pp. 140-144.

61 Ibid., pp. 144-145.



62

nity for such experiences. Some of the specific purposes of the lessons are: to discover persons who help others to worship, to decide what places and persons to help in a hospital, to show friendliness to strangers, to experience satisfaction in working and worshiping together, to recall that the coming of Jesus made people more friendly<sup>63</sup> and to discover friends with whom to share Christmas. Provision is made for repetition of these experiences and they should result in satisfaction to the eight-year-old child.

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62 Closely Graded Lessons, Op. cit., Course 3, Part 1, pp. 7-10; 81-82. Note: Refer to p. 121 of this paper for lesson titles.

63 Loc. cit.



## D. RELIGIOUS DEVELOPMENT

As Eight is found to be expansive and evaluative in his mental growth; he is also expansive and evaluative in his religious development. He has the essentials of an ethical sense; he is more capable of managing his thoughts<sup>64</sup> and thinking things through. For these reasons he is more responsible for his acts. He may even blame himself, feel<sup>65</sup> the need to apologize and say, "I'll never do it again!" He thinks of things as "right and wrong", no longer simply as "good and bad". If he fails to live up to standard he wishes his failure to be condoned: "Do you blame me?"<sup>66</sup> "Could I help it?" However when he does right he wishes his goodness to be appreciated!

In regard to truth, his expansiveness may lead him to tell tall tales and to boast. He really distinguishes fact from fancy and may size up the adult to see if the adult believes his stories. Many an eight-year-old is truthful about matters which he considers really important.<sup>67</sup>

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64 Gesell and Ilg, Op. cit., p. 184.

65 Ibid., p. 412.

66 Ibid., p. 417.

67 Ibid., p. 421.





As to honesty, the child "needs" what he desires; if it is not provided, he may take it. Money is now meaningful in terms of what it will buy.<sup>68</sup> He is expansive in his relations with his church school also. He likes to attend the sessions; he wants to be taught passages and psalms from the Bible. Since he likes to read he may spontaneously read from the Bible at home the stories which interest him. He is able now to get a new evaluation of the stories and teachings of the Bible when he reads anew for himself the exact Biblical account. If he stopped saying his prayers at seven, he may wish to return to the saying of them again. He asks his mother to say them with him.<sup>69</sup> His preference is to voice them in song. There is no new concept of deity. What Eight has worked out in his own mind along with whatever he has been taught to believe at six and seven, he now takes for granted and accepts;<sup>70</sup> however, he has the ability to use evaluation.

He develops religiously when given opportunity for experiences, under wise guidance, with people, nature, and the inanimate. Not only is his religious life expanded, but he evaluates meanings. In an atmosphere of freedom

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68 Loc. cit.

69 Ibid., p. 186.

70 Ibid., p. 417.



these activities evolve a sense of both responsibility and satisfaction.

Such leaders in the field of psychology as Brooks are in agreement that a child learns by doing and that the practice of good acts has much more value than exhortation or rules.<sup>71</sup> If worth-while responses terminate in praise, social approval or achievement, the effect of such is retained and made use of in the future. Likewise religious attitudes are the result of experience, training, and education.<sup>72</sup> During this period the child who tended to think of right and wrong in terms of adult approval or disapproval learns to consider the justice and practical results of his actions and the effect of them on other persons.<sup>73</sup>

Leaders in the field of religious education, for example like Sweet and Fahs, recognize the fact that the child develops character by facing and solving his own problems when they are concerned with the achieving the greatest good for himself and his group.<sup>74</sup> This involves evalua-

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71 Brooks, Op. cit., p. 415.

72 Ibid., pp. 415-416.

73 Strang, Op. cit., p. 325.

74 Note: See Sweet, H. F., and S. L. Fahs, Exploring Religion With 8-year-Olds, which tells of an experiment with the democratic method and the life-experience approach in the religious education of children.



tion of the best ways of acting, and results in the making of choices. It is important that the child realize that his religion is not apart from his daily living. Worship for the 3rd year primary child means a heightened feeling of fellowship with God with an intensified sensing of his nearness. This may come while the group is on a trip, or studying a picture, or planning and engaging in some service for others.<sup>75</sup> Members of a class packed fresh fruit, which they had brought for their "adopted" grandmother, into a basket. They had tried to make it as pretty as possible and arranged and rearranged it several times. At last they were satisfied with their efforts. The teacher said, "Haven't we had a good time? I hope our adopted grandmother will feel much better when she sees this". There was no doubt but that the group felt God's nearness during the prayer: "Our Father, we have had a good time. We hope this fruit will make our grandmother feel much better.<sup>76</sup> Amen". A heightened fellowship with God may be realized by the eight-year-olds as they evaluate their study of the social conditions in their city. It may be sensed<sup>77</sup> as they seek to express their thoughts in prayer. They may

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<sup>75</sup> Baird, Op. cit., pp. 58-59.

<sup>76</sup> Loc. cit.

<sup>77</sup> Ibid., pp. 11-12.







feel it in worship as they share their thoughts about God<sup>78</sup> and what the coming of Jesus has meant to the world.

Because of the difference which Jesus' advent has made to the world people have united to carry on His work. The experiences in the church school help the child to understand the meaning of the church and to arouse a desire to become a member of it. Even in childhood he should have a share in the church work. Missionary activities as well as activities close at hand should be of interest to the<sup>79</sup> eight-year-old.

Now for a look at the Closely Graded Lessons, Course 3, Part 1: Unit 1, Friends of Jesus Work Together, concerns stories of how Jesus' work was promoted by his friends during the apostolic age, while Unit 2 Joy to the World, demonstrates how Jesus' birthday has brought joy to all the world. Unit 1 considers the expansiveness of the eight-year-old. The characters, introduced in the study, Paul, Priscilla and Aquila, Dorcas and Lydia, are new in Eight's world of study and thought. Many modern day exam-

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78 Ibid., p. 13.

79 Baird, Op. cit., p. 15.



ples are new, also. The evaluativeness of the eight-year-old is considered, too. A visit to the sanctuary is discussed and the group plan with their teacher to observe specific things. After the trip the beauty of the sanctuary is discussed and their observations evaluated. Later,<sup>80</sup> a discovery is made of the persons who help others to worship. Some of them visit the primary department and the boys and girls gain a new appreciation for these helpers.<sup>81</sup> They hear a story about a doctor and someone asks the question, "How do doctors try to carry on Jesus' work?" Replies may be: "They set broken legs so that children can walk. They give medication to make the people well. They tell boys and girls who are ill to stay in bed, drink plenty of water, sleep a lot." A doctor is invited to visit the department and the children become enthusiastic about helping sick people.<sup>82</sup> However, there are other needs about which the children should learn before they make a definite decision. The teacher considers both community needs and the needs which the denomination is attempting to meet through its missionary agencies. A city missionary may be

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80 Closely Graded Lessons, Op. cit., pp. 27-28.

81 Ibid., p. 35.

82 Ibid., p. 45.



invited to visit the group and tell them what they may do to help. Thus boys and girls gain new visions of how others may be helped and how they may share in carrying forward  
83  
the work of Jesus.

Fellowship is increased as the boys and girls think, plan, and work together. Sometimes they help another primary group and at other times they plan ways of being  
84  
friendly to strangers. They learn appreciation of others  
85  
through a study of the carols from many lands. The greatest fellowship is through worship. A feeling of fellowship with God must be added to thinking about him if a worship experience is realized. Brief moments of worship may be realized during the class session while the children work and study together. Helping the eight-year-olds to arrange a place for worship and how to make it clean and orderly and beautiful is often fundamental preparation for  
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worship. If there are things for which the children are happy, they may like to make a litany of praise or a prayer.  
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It is helpful if the minister can meet the children,

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83 Ibid., p. 46.

84 Ibid., p. 62.

85 Ibid., p. 99.

86 Closely Graded Lessons, Op. cit., p. 15.

87 Ibid., p. 57.







answer their questions simply, show them something of special beauty and tell them how he helps others to worship.<sup>88</sup> Some may ask, "Can we worship in other places than in the church?" After a discussion the group may come to the conclusion that worship may be experienced in any place where there is beauty and love and kindness and God's presence is felt, or when people wonder about God and his greatness.<sup>89</sup>

### Conclusions

The Closely Graded Lessons, Course 3, Part 1, agree with Gesell and Ilg that the eight-year-old is more capable of "managing his thoughts and thinking things through".<sup>90</sup> Also "he is able to get a new evaluation of the stories and teachings of the Bible".<sup>91</sup> However, the Closely Graded Lessons do not agree that the eight-year-old has "no new concept of Deity".<sup>92</sup> The Closely Graded Lessons do agree with Martin that "in the church school this curiosity may

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88 Ibid., p. 28.

89 Ibid., p. 63.

90 Note: See p. 139 of this paper; footnote 64.

91 Note: See p. 140 of this paper; footnote 69.

92 Note: Ibid., p. 140; footnote 70.



bring surprising questions concerning nature and the creative process, concerning God or Jesus and their relation to the Bible stories which have been read".<sup>93</sup> Also, the Closely Graded Lessons provide such experiences for the Eight that his curiosity may be satisfied and that he may find a deeper sense of fellowship with God.

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93 Note: See p. 129; footnote 37.



## CHAPTER VI

## THE JUNIOR (age 9 years)

## A. PHYSICAL DEVELOPMENT

As Eight was said to be expansive, so Nine is said to be speedy. His speed is under better control and he sustains it for a longer time than a year ago. His interest and perseverance are based on the greater maturity of his neuro-motor system. Then, too, Nine's extensiveness<sup>1</sup> is engendered more from within. It is self-motivated.

He is so interested in perfecting skills that he likes to do the same thing over and over again, whether it be the throwing of darts or dividing by one digit. He has greater interest in process and skill. He may analyze<sup>2</sup> movements both before and during action. Some of the things which he enjoys most are riding a bicycle, running, hiking, sliding and playing ball. He is interested in his own strength which he displays by lifting things. He likes<sup>3</sup> to wrestle; he may be interested in boxing lessons.

Fine motor skills come in for a share of his attention. Because he enjoys better eye-hand coordination he

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<sup>1</sup> Gesell, A., and Frances Ilg, The Child From Five to Ten, p. 195.

<sup>2</sup> Ibid., p. 189.

<sup>3</sup> Ibid., p. 233.





can swing a hammer well, saws easily and accurately, and makes finished products. Garden tools are used and handled appropriately. The pen and pencil become tools; he is beginning to sketch drawings. Girls can cut out and sew a simple garment; they can knit also.<sup>4</sup>

Because Nine is so persistent in all that he does, he is apt to overdo. He has difficulty calming down after recess or after a competitive game. He is apt to ride his bicycle too far or to mow the lawn until he is exhausted.<sup>5</sup> His mind is open to instruction and guidance. On the whole Nine enjoys excellent health.

The young junior has a readiness to develop physically when provision is made for him to find enjoyment and purpose in both gross and fine motor activities, and skills which allow for some competition and self-motivation.

Selected leaders in the field of psychology are in accord with these ideas. Strang, for example, says that the peak of variety in play activities appears to be in the ninth year.<sup>6</sup> Up to ten years of age other children are considered as auxiliaries to the game rather than as an integral part of it. Some Nines express preferences for

4 Ibid., p. 237.

5 Ibid., p. 197.

6 Strang, R., An Introduction to Child Study, p. 444.



these physical activities: baseball, dodge ball, jumping rope, soccer, hide-and-seek, black Tom and rubber man.<sup>7</sup>

Many of the popular play activities require skill, strength, and speed. Children of this age are willing to practice in order to acquire the desired proficiency. Gymnasium work, which gives opportunities for learning and testing skills, is welcome. Races that are timed, high and broad jumps that are measured, competitive games with definite scores posted, and stunts please boys of nine to twelve.<sup>8</sup> Woodworking and general science are liked also. Boys find making radio sets, tinkering with bicycles, electric bells and other kinds of mechanical devices fascinating occupations.<sup>9</sup>

Girls enjoy folk dancing and a realistic type of dramatization. Frequently they like cooking better than their seventh-and-eighth grade sisters. They like sewing if the articles made are interesting. Constructing and furnishing playhouses, cooking and sewing are valuable not only for developing motor skill but also for acquiring knowledge in related subject-matter fields.<sup>10</sup> During this

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7 Ibid., pp. 445-446.

8 Ibid., p. 447.

9 Ibid., p. 448.

10 Loc. cit.



period skill in playing the piano, violin or other musical instruments should be developed by children interested in<sup>11</sup> music.

Direction of children's play activities should not take the form of regimentation. It should rather suggest and make provision for interesting possibilities which a good leader could invest with dignity. He must make cer-<sup>12</sup>tain that participation brings satisfaction to the child.

Leaders in the field of Christian Education agree that the Nine needs interesting activities to occupy both hands and mind. McLester, for example, says that both par-  
ents and teachers should help each boy and girl discover what he can do best, and then help him gain proficiency<sup>13</sup> in that field whatever it may be.

Parents and teachers should, however, recognize the limitations of Nine and not push him too hard. A sudden decrease in effort or achievement may indicate that a<sup>14</sup> child is experiencing some emotional difficulty. Repeated failure may be disastrous to him, for it may make it im-possible for him to reach the goal set by his teacher or

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11 Ibid., pp. 447-448.

12 Ibid., pp. 448-449.

13 McLester, F. C., A Growing Person, p. 94.

14 Loc. cit.







even one that he has set for himself because of his eagerness to please his parents or teachers.

The Closely Graded Lessons are in agreement with the views expressed by the writers mentioned. The title of Course 4, Part 1 is "In Wisdom and in Stature", which would signify a physical development as well as a mental development. The motto for Juniors is "Be ye doers of the word, and not hearers only". The purpose of "In Wisdom and In Stature" is to contribute to the development of boys and girls who are about nine years old and in the fourth grade in the church school. Life is a gradual growth and development. In order that experiences shall be worth while, plans for the guidance of Nine must recognize certain objectives. Objective number 3 is "Skill in Christlike living"; objective number 4, "Ability to contribute to the building of a Christian social order".<sup>15</sup>

This course is primarily one of orientation to help Nine feel at home in the fellowship and activities of the church, and to acquire skills and insights which contribute toward this end. Materials, activities, and procedures afford rich experiences through which the Nine may grow as  
<sup>16</sup>  
Jesus grew.

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15 Smith, Ada W., In Wisdom and In Stature, Course 4, Part 1, p. 3.

16 Loc. cit.



In Part 1 of Course 4, there is a unit on learning to work, study, and worship in the church, an introduction to an interesting part of the Bible by studying certain psalms in contrast with hymns of today, and a study of why the coming of Jesus was needed and what it has meant to mankind.

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- 17 Note topics of sessions: Learning, Working and Worshipping at Church.
- Unit 1 Subunit 1 Our Church
- Session 1 A New Year Begins. (Story of the dedication of the temple. Consideration of early Christian church and church today.)
- Session 2 Workers in My Church.  
Modern story, "The Church that Rolled up Its Sleeves".
- Session 3 Making Rules For Worship.  
Thinking over the offering of the Temple and of the church today.
- Session 4 Doing My Best At Church.  
Story of Paul and the Early Church.  
Story of "The Church of Prince Conrad".
- Subunit 2 The Hymnbook of the Bible and Our Hymns
- Session 5 Come Let Us Sing. (Rules for choosing songs)
- Session 6 A Hymn of Praise. (Psalm 150)  
Story of Luca della Robbia.
- Session 7 All Things Praise the Lord.  
Study of Psalms 147, 148, 150.  
Story "All Things Praise Thee".
- Session 8 The Lord is King.  
The people sing as they bring the ark to Jerusalem.
- Session 9 Our Help is From the Lord.  
Universal Needs that the Psalms Meet.
- Unit 2 Because Jesus Came.
- Session 10 Why We Keep Christmas  
Looking beyond the babe to the man
- Session 11 A Gift for All the People  
The Ministry of Jesus
- Session 12 Christmas Means Peace and Joy  
The Nativity Stories (cont.)



A varied list of activities is suggested for the nine-year-old in connection with his class, department and church. These make for physical development by providing for gross motor activities and for the development of fine motor activities and skills which allow for competition and self-motivation. They should prove satisfying to the

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Nine.

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(cont.)

Session 13 The Spirit of Love at Work  
 Story of Christian Work in All the  
 World.

18 Note activities suggested in connection with the units of study:

Unit 1 Activities

Taking a trip through the building  
 Making pencil sketches of what is seen  
 Making a gift for the Junior room  
 Attending worship service of church  
 Beginning a class-book, Our Church  
 Making a poster  
 Making curtains and needed equipment.  
 Folding and delivering church bulletins  
 Making hymnal for department  
 Making musical instruments  
 Making a mural

Drama

Unit 2 Visiting an art gallery  
 Visiting an institution  
 Making a poster  
 Making a movie  
 Making a triptych







## B. MENTAL DEVELOPMENT

Nine is self-motivated mentally as well as physically. In fact self-motivation is his cardinal characteristic. He is able to summon reserves of energy and renew his attack for repeated trials. He likes to tax his skill to put himself on his own mettle; he is ready to tackle any thing within his power.<sup>19</sup>

When tracing a maze with a pencil he may say, "Let me think about it. I always have to think first!" He has reached the point where he can reason by himself. He thinks of fighting with his brain as well as with his body.<sup>20</sup>

Nine is interested in achieving critical evaluations; he likes to analyze mistakes. He has the power of self-appraisal of both himself and others.<sup>21</sup> Perhaps this is the reason that he likes to classify, to identify and to mentally arrange his information. Distinctions between types of airplanes, between the flags of nations and many other objects interest him.<sup>22</sup>

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19 Gesell and Ilg, Op. cit., p. 189.

20 Ibid., p. 202.

21 Ibid., p. 190.

22 Ibid., p. 195.



At nine he is a realist. Though he is a great reader he does not like fairy-tales but chooses animal stories, biography and history. He is an individualist as well as realist. He can set his mind to a task even to taking a school assignment home. This is the grade when work begins to be effective and meaningful. Nine rather likes written work; once embarked on a school exercise he tends to practice and repeat in a manner somewhat reminiscent of the second-grade. At this higher level he is perfecting<sup>23</sup> the skills which will be so important in the next grade. He should not be overplaced in regard to his school work for if he is he will receive both his own condemnation and<sup>24</sup> that of others.

Nine is ready to develop mentally when given opportunity, under wise guidance, for such experiences as will make use of critical evaluation and self-motivation; thereby ultimately he gains satisfaction from tasks accomplished and well-done.

Such leaders in the field of psychology as Strang agree that the post-primary child is ready for such experiences as test his mettle, cause him to make critical evaluations and use self-motivation for the accomplishment of the

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23 Ibid., p. 386.

24 Ibid., p. 203.



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task. In geography and history the child is required to read, sometimes to get the main points, sometimes to learn detailed facts, sometimes to discover reasons why certain conditions exist and to organize his knowledge around big problems. In other subjects he may need to read books in order to prepare a report or to obtain facts with which to supplement class discussion. As he reads he must learn to distinguish between important and unimportant facts; frequently he must read to find the answers to definite questions.<sup>26</sup>

The nine-year-old is said to have a vocabulary of 10,395 words; an unusually bright boy of nine years has been known to give satisfactory definitions of 6,000 words. It seems to be easy for a child of this age to acquire new words, to learn new facts in geography and other subjects and to memorize poetry.<sup>27</sup> He can rhyme given words and write<sup>28</sup> exceptionally good poetry and prose.

Leaders in the field of Christian education are in accord with the views that Nine needs experiences which cause him to search for meanings. For instance, Welker says

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25 Strang, Op. cit., p. 460.

26 Loc. cit.

27 Ibid., pp. 455-456.

28 Ibid., p. 458.







the Junior likes to be doing things; he has an abundance of energy; he is irresponsible, although capable of assuming responsibility. He is self-assertive, mentally alert, searching for reality and eager for information. He is capable of doing much reasoning and creative thinking but is usually reserved about his deepest thoughts.<sup>29</sup> The Junior likes to work things out for himself, to have a study plan that he may follow. It is not the general custom now for home work to be assigned to children in public school unless there is a need for special emphasis because of difficulty.<sup>30</sup>

Junior groups in the church school ought to have supervised study periods. The pupil's book may be used as a workbook during this period; what was formerly thought of as daily Bible readings can be used as material for investigation.<sup>31</sup>

The Closely Graded Lessons, Course 4, Part 1, are in accord not only with the ideas stated but add the thought that Nine's mental capacity for critical evaluation should not be used to judge the behavior of other

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29 Welker, E. F., The Church at Work with Junior Children, p. 6.

30 Smither, E. L., The Use of the Bible With Children, p. 107.

31 Loc. cit.



groups but rather to supplement experiences which develop the attitude of seeking to understand and to help. He has need to think problems through and to discuss those vital to him with others rather than to argue.<sup>32</sup>

In order to discuss there must be some background both from firsthand experiences through interviews and from data gathered by reading. Nine needs guidance in how and where to secure his data so that his efforts will neither be aimless nor interest diminished. Guiding him in the use of the pupil's book is exceedingly important. There is a splendid opportunity to train the Nine in the use of a concordance, Bible dictionary and other reference materials. Through interviewing, investigating and making records he is enabled to relate the past to the present;<sup>33</sup> thus he begins to organize events in sequence of time.

Bible passages are associated with the experiences of boys and girls. They are chosen to give guidance for solving problems, and for discovering rules and standards for right living and thinking.<sup>34</sup> They may wish to memorize their favorite passages; these they use as they share their ideas with others. Many activities are suggested in the

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32 Closely Graded Lessons, Op. cit., p. 5.

33 Ibid., pp. 5-6.

34 Ibid., pp. 8-9.



Closely Graded Lessons. Provision is made for the repetition of these activities with the definite purpose of bringing satisfaction to the Nine in his mental development.

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35 Ibid., pp. 12-13; 98-99.

Note: Some of the activities mentioned are, studying the room where the group meets to learn about the equipment; planning ways to help in keeping room and equipment in order; taking a trip through the building to see what is going on in other groups; going to the sanctuary and reading tablets and making pencil sketches of what is seen; planning to interview local workers to discover something of the history of the church; finding out about the church budget by listening to the treasurer's report; attending worship service and reporting.





## C. SOCIAL DEVELOPMENT

It has been seen how Nine develops physically and mentally; with his ever-widening world comes social development also. He is said to have good relationships with his parents, siblings, friends and the group. He wants to be liked and he loves to be chosen. He thrives on praise; a pat on the back is often worth more than a material reward.<sup>36</sup> He wants to please. He makes fewer demands on his parents. He has pride in his father; as to his mother, he would rather she did not baby him. He gets along best with his parents if they have regard for his increasing maturity and if they are interested to do things with him. He still needs to go to his parents for help.<sup>37</sup> His total social relationships are a mixture of strivings for independence and a clinging need for dependence. The concept of the family is important to most, even though in practice he may like to be away from the family, on his own and with his own friends.<sup>38</sup>

He desires to be independent of his teacher also. He wants her to be reasonable and he resents any decisions

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36 Gesell and Ilg, Op. cit., pp. 203-204.

37 Ibid., pp. 192-205.

38 Ibid., p. 349.



that he considers unfair. The teacher recognizes his desire for independence; she delays helping him until he<sup>39</sup> really needs her. A few need a word from the teacher to stir them on their way; however once the class is started most Nines take out a book and begin work. Nine has the ability to work independently of both children and teacher.<sup>40</sup>

Although individual differences are strong Nine uses the pronoun "we" to identify himself with the classroom group. He may say, "I wish we could do reading work-books all day" and the rest of the group probably echo the same wish.<sup>41</sup> In spite of quarrels and disagreements he gets along well with his group. He builds friendships of some depth and duration. He participates actively in the formation and conduct of his still short-lived club with its passwords, codes, dress, hide-away, bulletins and tabus. He is learning to subordinate his own interests to the demand of his associates. At school and elsewhere he is more competitive as a member of the group than as an individual.<sup>42</sup>

Boys and girls for the most part play separately; there is exclusion of the opposite sex in games. The adult

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39 Ibid., p. 207.

40 Ibid., p. 208.

41 Ibid., p. 209.

42 Ibid., pp. 192-193.



is rarely included or referred to; however they do enjoy a group game supervised by an adult.<sup>43</sup> Sometimes an adult becomes a child's hero. This is the beginning of hero worship.<sup>44</sup> They admire children of their own age and sex, occasionally they have a special friend as well as a group of friends.

Nine is ready to develop socially when opportunities are provided for him to have 1) such experiences with adults who respect his increasing maturity that he senses a feeling of independence, yet still can go to them for help, 2) when he enjoys creative experiences with a special friend as well as with a group of friends of approximately the same age and sex.

Such leaders in the field of psychology as Brooks are in accord with these ideas. They speak of the strong influence of clubs, camps and gangs. Two important conditions of success of such organizations are 1) enough guidance to insure wholesome activities and 2) enough freedom to satisfy the child's craving for directing his own affairs.<sup>45</sup> Summer camps are especially valuable in the social

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43 Ibid., p. 209.

44 Ibid., p. 201.

45 Brooks, Op. cit., pp. 388-389.







training of boys and girls. They supply many varied wholesome contacts with others of their own age as well as with men and women who are striving to aid in their social development. Getting away from home and parents, living a wholesome outdoor life, participating in the varied group activities of a good summer camp are valuable experiences.<sup>46</sup>

For the purpose of recording the proportion of mutual pairs of friends in the fourth grade and the years following, a sociogram was used to good advantage. The Nines were simply asked to name two of their classmates next to whom they would like to sit. Thus the sociogram showed the network of attractions and repulsions existing within groups.<sup>47</sup> Some such method might well be used by Christian educators and teachers in church school to determine with whom the child would best work. In working with these Nines, the leader needs to have insight and a sensitivity to their needs and problems.<sup>48</sup> As illustrations, Bob moves to a new neighborhood where he needs to adjust to the groups which now comprise his social world. He finds difficulty in making the adjustment. Paul desires the approval of his playmates and of his older friends; he is puz-

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46 Ibid., p. 389.

47 Strang, Op. cit., p. 480.

48 Welker, Op. cit., pp. 7-8.



zled as to the best way of securing it. Jimmie likes to be one of a gang; he doesn't always choose his companions wisely. Or Esther and Catherine are troubled because their playmates ask for loyalties that conflict with the teachings of home and church.<sup>49</sup> Most children crave contacts with boys and girls whose habits are undesirable and whose ideals are low. It is imperative that the home and church offer the Nine, the beginning Junior, opportunity for wholesome companionship. The church school may satisfy his desire for close ties with a few friends.<sup>50</sup> This may be through interesting committee work as the Nine and his friends seek to find answers to some of their questions!

Though the Nine seeks independence in his social relations he is still dependent on friendly understanding adults for wise guidance; he should be helped to see the interdependence of groups which make for appreciation and understanding of others. As an example, a Junior group chose as its enterprise, "Finding out why I should be and how I can be friendly to people of another race". The class was divided into seven committees as follows: the food committee; the dress committee; the music committee; picture; opportunity; activity and program committees. Each commit-

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49 Loc. cit.

50 McLester, Op. cit., p. 97.





tee made contacts with boys and girls of another race and secured first-hand information in this way. The food committee went to an Italian home where they found out interesting things about Italian food and ate a bountiful spaghetti dinner at the invitation of mother. The dress committee visited a Syrian family; the little girl of the family visited the class in native costume. The music committee contacted some Negroes and the whole department learned a spiritual. The Opportunity Committee visited the Good Will Industries where they found people of many races employed, discovered their needs and sought ways of helping. The program committee was responsible for the program of the final session, at which the friends of many races who had helped in the project were entertained as guests; the parents, who were also guests, had the enterprise interpreted to them. Such activities are creative in that they can be carried out only through pupil initiative. Observing, interviewing and reporting require personal and individual resourcefulness of boys and girls. All these widen their social horizons.

The Closely Graded Lessons, Course 4, Part 1, are in accord with these views as stated by other authorities. The teacher's purpose is stated as follows:





To help boys and girls at the beginning of their experiences in the fourth grade to think of themselves as in an older group of the church fellowship: to help them assume responsibility, to provide enterprises in study and worship which will lead to fellowship with other members of the church family, both younger and older, to help them work cooperatively in such enterprises, to become more conscious of the church as a group of people who cooperate to bring about better conditions in the world by trying to live as God wants them to live and to follow the example of Jesus.<sup>53</sup>

Many of the specific purposes for the class sessions have a<sup>54</sup> social view. The lesson stories and materials for study and discussion are also social in nature. For instance, the account of the work of the early churches helps boys and girls to see the need of cooperation in carrying on the

53 Closely Graded Lessons, Op. cit., p. 12.

54 Closely Graded Lessons, Op. cit., pp. 12-13; 98-99. Note: Specific purposes:

- Session 1 To help the Junior realize his place in an older group of the church fellowship.
- Session 3 To lead to an experience of group worship and fellowship with other members of the church family.
- Session 4 To develop responsibility for helping to carry on the work of the Kingdom of God through the Church. To become more dependable and cooperative.
- Session 10 To create a desire to honor Jesus by serving others.
- Session 11 To lead to an increased appreciation for Jesus, as a gift to all people and at all times.
- Session 12 To help Juniors to experience the joy of Christmas through worship and to discover how the joy of Christmas grows through sharing.



work started by Jesus. Just as the church of long ago, the church of today is made up of people in many walks of life with different needs and abilities. Each one has a responsibility. Juniors need to learn to cooperate, to use their abilities for the good of all, to be thoughtful and dependable.  
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The Nine is not only helped through stories and materials for study and discussion but he is given such experiences as interviewing and reporting also. These help him to feel a sense of responsibility and independence, and also one of cooperation and interdependence with other members of his group and the larger group of church and community. The teacher is cautioned that such tasks as interviewing, reporting and recording may be new experiences. Therefore she should arrange before the class session to meet individuals who need help.  
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As these boys and girls work together to discover new meanings in life, they may discover new friends. Thus they learn not only facts, but experiences in fellowship.

The Closely Graded Lessons, Course 4, Part 1, when analyzed in the light of the laws of growth which are the

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55 Ibid., p. 31.

56 Loc. cit.



readiness of the Nine for certain development, the exercise by certain experiences, the repetition of such experiences as bring satisfaction to him, are found to be quite adequate. To be adequate adults must contribute of their time, patience, and talents to guide these boys and girls in creative experiences which work out the answers to their problems, and develop and mature their expanding personalities.

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## D. RELIGIOUS DEVELOPMENT

As Nine is developing physically, mentally, and socially he should be developing religiously for his religious growth is strongly dependent upon his physical, mental and social world. It has been seen that Nine is mentally unfolding as a realist; he cares less for the fanciful but more for facts. This is true in his religious development also.

Nine as the realist often shows a marked lack of interest in God and religion. He may refuse to go to church school and to say his prayers. With some, the social aspect of church school still holds interest; with others,<sup>57</sup> a true religious feeling persists and grows. This sense of realism is evidenced in his fairness for fairness is Nine's credo. Through it he can always be reached. He may even be so realistic about it that he will not accept praise that he thinks is not his due, even though praise is sweet music to his ears. As an example, one Nine refused an award in public because he felt it should go to his mother, since she had helped him learn the poem he re-  
<sup>58</sup>  
cited.

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57 Gesell and Ilg, Op. cit., p. 211.

58 Ibid., p. 210.



He accepts blame fairly well when he is at fault, but he becomes very much upset if blamed for something of which he is innocent. At times he becomes involved in some group activity which he did not start, but circumstantial evidence points to him as the one responsible. Evidence should then be sifted by an adult so that each child may take a just share of the blame and not leave him "holding the bag".<sup>59</sup>

Under favorable conditions the 9-year-old is essentially truthful and honest. He may say, "I'll have to be honest" and run back to the store to return excess change as well as to claim short change. He may think it worse to lie to his father than to someone else; all in all he is dependable and responsible.<sup>60</sup> Nine rarely takes things not belonging to him; if he does he wishes to return them and set things right. He is developing a sense of ethical standards and means to live up to them.<sup>61</sup> In him conscience is clearly in the making. His sensitiveness is sufficiently mature so that he detects nice shades of wrongdoing in others and feels the blameworthiness of his own wrongdoing. He wishes to be straight with the world; he

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59 Loc. cit.

60 Ibid., p. 191.

61 Loc. cit.



seeks correction and explanation of his errors; he is open to instruction; he is factual and forthright.<sup>62</sup>

Nine has an elementary idea of justice. Culture may sow seeds of prejudice but he responds readily to injunctions against racial discrimination.<sup>63</sup> Nine has a readiness to develop morally and religiously when given opportunity for such experiences, under wise guidance, that he faces and solves problems on his own level; by so doing he senses the reality of goodness, fairness and justice in relation both to himself and others.

Leaders in the field of psychology, like Skinner and Harriman, are in accord with the stated ideas. They point out that leaders must believe that the child will develop character by facing and solving problems on his own level which have to do with the achieving of the greatest good for himself and his group.<sup>64</sup>

Sharing the experiences of others may be a form of discussion focusing attention upon problems and situations in which character is involved. Often through the influence of good organizations, the attitudes of boys and girls are changed from indifference and cynicism to enthusiastic

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62 Ibid., p. 196.

63 Ibid., p. 191.

64 Skinner, C. E., and P. L. Harriman, Child Psychology and Modern Education, p. 261.







participation in worthy activities.<sup>65</sup> In these groups it is important that all boys and girls have a voice in making the standards and judging the values of various types of behavior.<sup>66</sup> Actual experiences such as excursions to spots of historic interest, landmarks, a farm, a Jewish synagogue; dramatizations of stories which show fairness and justice are found to be helpful in reaching satisfying solutions<sup>67</sup> to the problems of Nine.

Leaders in the field of religious education, like Chaplin, see the Junior age as the "Is it true?" period. This is again an evidence of the realist. Christian leaders should endeavor to satisfy this desire for certainty<sup>68</sup> whenever expressed.

Just as in early childhood the fairy tale, myth, legend, as well as some true stories seem to be the natural food of the mind and a real contribution to the religious development, so during the Junior years history is the sustenance. If there is to be no breakdown of faith as the years pass, the idea of God must<sup>69</sup> grow up along with the wider perception of other things. This is the time

65 Ibid., p. 262.

66 Loc. cit.

67 Ibid., p. 265.

68 Chaplin, D. P., Children and Religion, p. 35.

69 Loc. cit.



when some of the noblest passages of the Bible and of great poetry should be memorized. Great hymns and great prayers come under this heading also. <sup>70</sup> Many of these hymns and poems have been written and used by people of other faiths. Thus the unity shared by all great religions may well be revealed with sound instruction and visits to other churches and synagogues. When the great religious festivals are celebrated they bring unsurpassed opportunities to teach through religious experience and family happiness. Nine needs to be given straight truth by word, example and activities which are in accord with his experiences in other fields. <sup>71</sup>

The Closely Graded Lessons, Course 4, Part 1, endeavor to give Nine such experiences. In order to become "Doers of the Word" the Nine needs to become acquainted with the Word, to use the Bible as a guide, to worship through its use and to think of the meaning of its message. Selected passages guide him in finding ways of solving his own problems, to discover rules and standards for right living and thinking. The Bible is presented as a book which tells of people's search for God and of God revealing himself to man. An effort is made to introduce it in

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<sup>70</sup> Ibid., pp. 35-36.

<sup>71</sup> Loc. cit.



such a way that the Bible characters with their ancient backgrounds and their customs become alive, for essentially life and its problems are the same.<sup>72</sup>

Nine is a realist. He has a tendency to question the reality of God, Jesus, the Bible, and the mission of the church. However when given opportunity for such experiences that he is able to solve his problems, he may sense the reality of goodness, fairness and justice in relation to himself and others. In order to get a picture of the ways in which the Closely Graded Lessons seek to meet the needs of Nine it is necessary to review briefly the units of study for the year.<sup>73</sup> Unit 1, Learning, Working, and Wor-

<sup>72</sup> Ibid., pp. 8-9.

<sup>73</sup> Smith, Ada W., Junior Closely Graded Church School Courses, Superintendent's Manual, pp. 8; 15-20; 39-42; 60-64; 76-80.

In Wisdom and in Stature, Course 4.

#### Part 1

#### Unit 1 Learning, Working, and Worshiping at Church

##### Subunit 1: Our Church

- Session 1 A New Year Begins
- Session 2 Workers in My Church
- Session 3 Making Rules for Worship
- Session 4 Doing My Best At Church

##### Subunit 2: The Hymnbook of the Bible and Our Hymns

- Session 5 Come, Let Us Sing
- Session 6 A Hymn of Praise, Psalm 150
- Session 7 All Things Praise the Lord  
Psalm 148
- Session 8 The Lord is King, Psalm 24
- Session 9 Our Help is from the Lord

(cont.)







shipping at Church is divided into two subunits: 1) Our Church and 2) The Hymnbook of the Bible and Our Hymns.

The subunit, Our Church, is to help boys and girls to think

Unit 2 Because Jesus Came

- Session 10 Why We Keep Christmas
- Session 11 A Gift for All People
- Session 12 Christmas Means Peace and Joy
- Session 13 The Spirit of Love is at Work

Part 2

Unit 3 Finding Our Way Around in the Bible

- Session 1 We Find Many Books in One
- Session 2 Books About Jesus and His Friends
- Session 3 Laws of Jesus' People
- Session 4 Sermons of Long Ago
- Session 5 Stories and Songs of the Hebrews
- Session 6 How Can We Use the Bible?

Unit 4 The Boy Grew

- Session 7 When Jesus Was a Boy
- Session 8 Out of Doors in Nazareth
- Session 9 The Village Home
- Session 10 The Sabbath
- Session 11 The Synagogue School
- Session 12 Gifts
- Session 13 The Journey to Jerusalem

Unit 5 When Easter Comes

- Session 1 Days Before the First Easter
- Session 2 Joy at Easter
- Session 3 The Work of Jesus Goes On

Unit 6 The Church Cares For Children

- Session 4 Children Around the World
- Session 5 The Church Helps Children Grow
- Session 6 Healthy Children Everywhere
- Session 7 Children Learn Everywhere
- Session 8 Helping Children to Live Happily
- Session 9 A World of Friends

Unit 7 Enjoying the Story of Joseph

- Session 10 Slave Boy and Governor
- Session 11 Ten Brothers Make A Journey
- Session 12 The Tribe Goes to Egypt
- Session 13 A Story to Enjoy and To Share

(cont.)



of themselves as in an older group of the church fellowship where they assume responsibility for all church property and work cooperatively with other church members. Here they become more conscious of the church as a group of people who cooperate to bring about better conditions in the world, and who try to live as God wants them to live, by following the example of Jesus.

Subunit 2, The Hymnbook of the Bible and Our Hymns helps to guide the nine-year-old into worship experiences which grow out of the study of his own hymns and the psalms as the record of the great devotional experiences of the Jewish people. He studies the Venite (Psalm 95:1-7a) and

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Part 4    Unit 8    Learning to Choose

- Session 1    Are We Lazy-sighted?
- Session 2    Time to Go Out of Doors
- Session 3    How Jesus Used His Time
- Session 4    How May We Learn To Use Our Money
- Session 5    Choosing to Live Happily at Home
- Session 6    Have You Met These Book Friends?
- Session 7    Right Choices About Radio Programs
- Session 8    Right Choices About Moving Pictures

Unit 9    Workers Who Serve

- Session 9    Jesus the Worker
- Session 10    How Can We Be Workers Who
- Session 11    Workers Who Find Places to Serve
- Session 12    A New Kind of Goodness
- Session 13    Ready for the Fifth Grade





uses it as a hymn of praise; he matches psalms with hymns that are similar and which he already has used. He studies Psalm 24 and later works out word pictures which tell of God's handiwork. He with the other boys and girls may dramatize the psalms. Later they evaluate their study and ask, "How can we show thanks by serving others?"<sup>75</sup>

In Unit 2, Because Jesus Came, the Nine is helped to find answers to such questions as, "Why did God send Jesus into the world?" "Was He sent only to help the Jewish people" and "How do his teachings and life help people today?" Nine makes a poster or triptych showing some of the work that has been accomplished because Jesus came. He learns more about the International Red Cross, the first children's home, and the work of Mary Bethune for the up-<sup>76</sup>lift of the Negro people. He enjoys the study for it appeals to his sense of justice and fair-play.

In Unit 3, Finding Our Way Around In the Bible, Nine is helped to appreciate the sources of the Bible. He makes a study of the different types of literature, stories of Jesus, laws, sermons, stories and songs. Concluding the study he queries, "How does the Bible help boys and girls today?".

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<sup>75</sup> Ibid., pp. 17-18.

<sup>76</sup> Ibid., pp. 19-20.





Unit 4, The Boy Grew, develops a sense of kinship with the boy Jesus and gives Nine a sense of reality to Jesus' life. It helps the nine-year-old to know more concerning the backgrounds of the Jewish people. He is introduced to a Jewish home and is helped to feel the consciousness of God that permeated the life of the Jewish home, study customs of Sabbath observance, picture the synagogue of Nazareth, and journey with the boy Jesus to Jerusalem<sup>77</sup> at the time of the Passover.

The study of the Jewish Passover, leads to Unit 5, When Easter Comes. Nine learns the meaning of such terms as "Palm Sunday", "Holy Week", "Good Friday", and "Lord's Supper". He is led to desire to do his part in carrying<sup>78</sup> forward the work which Jesus began.

One way in which the spirit of Jesus is expressed by the church is the manner in which The Church Cares For Children, Unit 6. The church helps the children around the world to grow, to be healthy, to learn, and to live happily in a world of friends. This unit<sup>79</sup> appeals to the fairness and justice of the nine-year-old.

The Nine turns to history and biography so his stu-

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77 Ibid., p. 42.

78 Ibid., pp. 60-61.

79 Ibid., pp. 62-63.



dies in Unit 7, Enjoying the Story of Joseph, present an<sup>80</sup> interesting story which he may help others to enjoy. During the summer months there are two units of study, Learning to Choose, and Workers Who Serve. The first unit guides the nine-year-old as he begins to set standards which are in keeping with Christian ideas. The second unit, Workers Who Serve, considers such workers as Jesus, and<sup>81</sup> workers in Nine's own community.

### Conclusion

The Closely Graded Lessons, Course 4, when analyzed in the light of the laws of growth, readiness of the Nine to develop, exercise and repetition with a purpose, and satisfaction realized, are in accord with other authorities in the field. There is a necessity for adults to use their time, patience, and talents in guiding Nine in such creative experiences that he may work out the answers to his own problems.

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80 Ibid., p. 64.

81 Ibid., pp. 76-80.



## CHAPTER VII

## THE JUNIOR (age 10 years)

## A. PHYSICAL DEVELOPMENT

Because of the greater maturity of his neuro-motor system, Nine was found to be self-motivated in the perfecting of his skills. By comparison Ten is relaxed and casual, yet alert. He has himself and his skills in hand; he takes things in his stride; he works with executive speed and often shows a capacity to budget his time and<sup>1</sup> his energy.

He is said to be re-orientated (meaning to "rise again"), and to be in good equilibrium. This great self-possession shows itself in many ways. Having consolidated certain visual, manual and laryngeal skills, he can attend to a visual task and at the same time maintain conversation. Likewise Ten is more capable of courteous amenities which<sup>2</sup> have a motor basis.

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1 Gesell and Ilg, Op. cit., p. 213.

2 Loc. cit.

Note: Gesell does not treat this age group extensively. What information he does furnish is for the comparison of Nine and Five with Ten. He compares Ten to Five because both ages are nodal when the child seems almost a finished product.





Girls and to a lesser degree boys give evidence of approaching adolescence. Endocrine changes bring about new physical and mental manifestations but the patterning of behavior remains a gradual process of architectural growth.<sup>3</sup>

Ten is ready to develop physically when provision is made for him to have such experiences, under wise guidance, that he is able to use his perfected skills in creative work which increases his confidence, dependability, responsibility, and brings pleasure both to himself and to others.

Such leaders in the field of psychology as Bruce and Freeman agree that the bodily skills of the Ten are advanced. He can with training play a creditable game of baseball and tennis; he can swim, skate, ride a bicycle, and use many tools. He has the sensory perception and the motor skill necessary for acceptable drawing, painting,<sup>4</sup> and playing of musical instruments.

The activities of Ten are numerous as well as advanced. Freedom to engage in them over a wider range takes this child out of his home to the hillside to build caves;

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3 Ibid., p. 216.

4 Bruce, W. F., and Freeman, F. S., Development and Learning, p. 181.



to the woods to climb trees, gather nuts, construct cabins, make campfires; to the town to buy parts for the radio and to watch the big machines at work erecting new buildings; to the pond for skating and swimming; and all over the surrounding country or city streets on foot or on bicycle and roller skates. There is scarcely a play activity that some ten-year-old does not do, whereas many of the activities, such as playing with kites, tops, marbles, drop out of the picture as he grows older. Some children engage in fewer than ten activities while others engage in almost one hundred kinds of recreation during a single week.<sup>5</sup>

Leaders in the field of Christian education, as Norton, agree that the Junior is active. He is only obeying nature's urge when he runs, jumps, climbs trees, pushes and pommels another child. It is only nature's way of helping him to strengthen every part of his body, developing such mastery of all its parts as will enable feet, legs, hands, arms and eyes to work in perfect harmony.<sup>6</sup>

The Ten may have imperfect self-control, making it very difficult for him to sit still for more than a brief space of time unless he is deeply interested. Excessive restlessness on the part of a class may mean that the teach-

5 Strang, Op. cit., pp. 444-445.

6 Norton, F. E., Teaching Juniors, p. 8.





ing is not challenging its interest or that the room is too warm or is poorly ventilated. Patience and thoughtful guidance on the part of the teacher are needed.<sup>7</sup> The starting point is to discover where the Ten lives.<sup>8</sup> Questions which the Junior asks oftentimes reveal his interests and needs. As an illustration, Jim, a ten-year-old, requested his aunt to go to the workshop room in the basement where he displayed a remarkably well made toy airplane. "Do you think that wing spread is enough?" he asked. "Have you any idea where I can get some lighter material?" came another question. "If only I could find some rubber that would stand up under the strain! Do you know where I could?" His aunt knows that Jim is interested in airplanes and all that goes to make up one that will fly successfully. Such knowledge is valuable to his church school teacher. She knows that Jim has the fine-motor ability to make airplanes; she has a point of contact with him that is useful in guiding his thought and experience.<sup>9</sup>

Keeping notebooks for findings or scrapbooks are good activities with certain units of work. All keeping of record books is overdone if used as an exclusive activ-

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7 Ibid., pp. 8-9.

8 Eakin, M. M., Teaching Junior Boys and Girls, p. 15.

9 Ibid., p. 18.





ity or as an easy way "to keep the Ten interested".<sup>10</sup>

Juniors enjoy dramatizations also. These will be spontaneous, thoughtfully and intelligently organized. Sometimes a hymn is used to unify the dramatization. In connection with their studies they enjoy making a peep-show,<sup>11</sup> marionettes, movies and puppets.

In analyzing the Closely Graded Lessons, Course 5, answers to these questions are sought: 1) Do the Closely Graded Lessons make provision for the use of the perfected skills of the ten-year old? 2) Are the materials presented in such a way that they are interesting to him? Unit 1, Times of Thanksgiving, is to help the children of the fifth grade to work and worship together as they compare the Jewish Festival of the Booths with the Thanksgiving Festival in America. Activities to be correlated with the study are: working on pupil's book, deciding ways of helping in the church school, visiting a synagogue during Sukkoth and working on Thanksgiving activities.<sup>12</sup> Unit 2, Writing the Story of Jesus explains how, when, why and by

<sup>10</sup> Smither, E. L., The Use of the Bible With Children, p. 124.

<sup>11</sup> Ibid., p. 125.

<sup>12</sup> Smith, Ada W., Junior Closely Graded Church School Courses, pp. 21-22.



whom the story of Jesus was written.<sup>13</sup> Activities suggested are dramatization and writing reasons for studying the next unit which concerns The Story of Jesus, and is the first connected story of the life and teachings of Jesus that the Junior has had.<sup>14</sup> Proposed activities are: writing a book "The Story of Jesus", making a diorama and planning a dramatization. The Ten needs an understanding of the work of the church in connection with many different peoples in the United States. This is gained through study and participation in unit 4, The Church and a Fair Chance For All. Activities which implement this study are: posting a bulletin board, working on maps, making gifts for institutions and preparing a dramatization.<sup>15</sup> Unit 5 is entitled Studying the Problem of Alcohol. The purpose of the study is to help boys and girls to accept social responsibility and have a desire to participate in church and community efforts to control or prevent the sale and use of alcoholic beverages. Experiments are made and posters are designed by the ten-year-olds during this study.<sup>16</sup> Unit 6, It Happened in Palestine is a study in

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13 Ibid., pp. 24-25.

14 Ibid., pp. 43-47.

15 Ibid., pp. 65-66.

16 Ibid., p. 67.



backgrounds to make the characters in the Bible come alive against the backdrop of a colorful physical setting, and to give accurate information about the scenes of events that happened in Palestine. During the study the children draw maps of Palestine, have a party, clean their room and accept responsibility for arranging room and materials.<sup>17</sup> The final unit, The Way of Good Will seeks to help the boys and girls to discover standards for living in friendliness and cooperation. Suggestions are made that they dramatize a story and plan a play party.<sup>18</sup>

### Conclusion

The Closely Graded Lessons, The Way of Good Will do make provision for the use of the perfected skills of the ten-year-old. Some of the activities are delegated to "additional sessions". The materials are presented in such a way that they are of interest to the ten-year-old. Perhaps greater emphasis should be placed upon the fact that Ten's physical skills are perfected and he should have a chance to use them. Also, it is hard for him to sit still unless he is interested. This is a method to gain his interest and to aid him in development.

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17 Ibid., pp. 81-83.

18 Ibid., pp. 84-85.







## B. MENTAL DEVELOPMENT

As the kindergarten child epitomizes the mental growth of the first five years of life, so the fifth-grader consolidates the development of the years from five to ten. Since girls of this age are nearer to adolescence than are boys, they are closer to the wisdom of adult years. They are more self-dependent.<sup>19</sup>

In general the typical fifth-grader is less concerned with training for skills, more concerned with the application of skills. Having mastered his intellectual tools he is interested in putting them to use. He shows a capacity for self-criticism which makes for a realistic and factual approach to school tasks.<sup>20</sup> He exercises a more subtle choice of words; his vocabulary grows not only in size but in discriminativeness. The dictionary becomes a source for word study. He makes outlines, consults index, glossary and the table of contents. Moreover he discovers how to skim for thought and to search for the main idea of a story.<sup>21</sup>

Writing as a motor skill is under relatively good

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19 Gesell and Ilg, Op. cit., p. 385.

20 Ibid., p. 386.

21 Loc. cit.



control. As a means of communication it comes into its own. Ten develops ability to write brief stories, letters, thank-you notes, invitations, notices, and advertisements.<sup>22</sup>

The sciences assume an increasingly important role. Arithmetic becomes truly mathematics which he applies to practical problems. He builds up tables of measure, li-<sup>23</sup>quid and dry, linear and avoirdupois, time and money.

There is an advance in both critical and abstract thinking. The Ten is able to define abstract words like "pity" and "curiosity". He acknowledges natural origins and natural processes in the physical and organic world. Through field trips, through a collecting hobby, by neighborhood surveys, and by studies of plant and animal life, he begins to sense something of natural laws and their effect upon his own life. Moreover he uses drawing, design, decoration, painting, modelling, mechanical contrivance; by so doing not only does he clarify his own ideas and<sup>24</sup> feelings but also relates them to the social order.

The Ten is ready to develop mentally when opportunity is given for him to have such experiences, under wise

22 Ibid., pp. 386-387.

23 Ibid., p. 387.

24 Loc. cit.



guidance, that he is able to use his skills, in working out a solution to his own problems and so become more self-dependent and responsible.

Such leaders in the field of psychology as Strang agree that Ten has gone far in the development of skills and that as he is guided in using them he will develop mentally. Collecting is a prevalent skill for boys of ten and girls of eleven.<sup>25</sup> Even the remembering of facts is a kind of collecting. Children can be taught to amass important and interesting things if they are educated with regard to their meaning and value. With some guidance they will gather material that vivifies facts and gives experience in organization and classification. One fifth grade became intensely interested in making geography<sup>26</sup> scrapbooks.

The Junior is interested in facts. Certainly the accurate knowledge some ten-year-old boys possess about airplanes, automobiles and practical science puts many an adult to shame. Increase in geographical knowledge may be expected in this period. In historical and scientific information there should be a marked advance. Accompanying this increase in knowledge should be progress in solving

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25 Strang, Op. cit., p. 449.

26 Loc. cit.







problems, seeing relationships, and making application to  
<sup>27</sup>  
 present conditions.

Leaders in the field of Christian education have named such experiences "purposeful activity". They grow out of interests and desires of pupils who are seeking answers to actual needs. The interest of leaders centers in pupil growth rather than in the finished product. Since the activities are initiated to meet definite needs, the feeling of satisfaction in having done a task well is im-  
<sup>28</sup>  
 portant.

Because Junior boys and girls have a growing skill in reading, this skill may be put to purposeful activity, especially in a dynamic use of the Bible to give meaning to all the other purposes in Christian teaching; for the  
<sup>29</sup>  
 Bible is the source of the Christian religion.

The Closely Graded Lessons, Course 5, make use of Ten's skills. For instance in a directed study period each child of the class reads silently a reference or story;  
<sup>30</sup>  
 then it is shared with the class. Many other skills of Ten

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27 Ibid., p. 470.

28 Smith, Una R., The Junior Department of the Church School, pp. 144-145.

29 Welker, Edith, The Church at Work With Junior Children, p. 15.

30 Closely Graded Lessons, Course 5, Part 2, Op. cit., p. 59.



are employed in the Closely Graded Lessons. Opportunities are provided for creative experiences, under wise guidance, in which his skills function to develop a more thoughtful, self-dependent, responsible person; thus he grows mentally. As he finds solutions for his problems, he should gain an increasing satisfaction.

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31 Ibid., pp. 20-21; 63-64. Note: Purposeful activities with a particular mental emphasis in this study are:

- Session 1 Studying the story of the boy Jesus in the temple. Choosing a verse to write under the picture.  
Asking questions about the boy Jesus for which the class has found answers. Making a survey of the new study book.
- Session 2 Finding answers to questions asked last week.  
Reading a play, and planning a dramatization.  
Thinking and choosing ways of telling the story of Jesus.
- Session 3 Using the Bible to complete an outline of the story. Starting a diorama of scenes in life of Jesus.
- Session 4 Completing a story and making a riddle to test knowledge of the class.  
Using a picture strip to tell a story (pupils to draw the pictures)
- Session 5 Studying a poem, and a hymn. Singing the hymn.
- Session 8 Giving test on the completed study of the teachings of Jesus. Making a poster to show friends of Jesus carrying on his work today.
- Session 11 Making Easter remembrances or greetings.



## C. SOCIAL DEVELOPMENT

The relative fluidity and greater self-possession of Ten shows itself not only physically and mentally, but also through important cultural implications. It makes the ten-year-old peculiarly receptive to social information, to broadening ideas and to prejudices, good and  
32  
bad.

It is relatively easy to appeal to his reason. He is ready to participate in elementary discussions of social problems such as racial minorities, crime, management and labor, and the black market. Often parents fail to sense the social intelligence of the Ten. Sometimes they maintain an intellectual aloofness which prevents their  
33  
helping him organize his thinking.

Teachers can become wise guides and accomplish much through suggestion and through social science studies. Social service workers are aware of the importance of this period in the lives of neglected children, for the fluidity of Ten readily leads to bullying and delinquent forms of behavior if in a poor environment. Gangs organize these  
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traits for better or for worse.

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32 Gesell and Ilg, Op. cit., p. 213.

33 Ibid., pp. 213-214.

34 Ibid., p. 214.







It is said that the ten-year-old sometimes esteems his gang or his club more than his family. Although critical, both of self and others, he is capable of loyalties and of hero worship. This is why he can be easily inspired to group loyalty in his club organization. He likes the sense of solidarity which comes from keeping a group secret. <sup>35</sup>

In the family he sizes up his parents and compares them with the parents of his playmates. Many of his comparative judgments are secret; some are expressed. When asked to describe his teacher generally he gives a candid portrait. <sup>36</sup>

Boys express their camaraderie in wrestling, shoving and punching each other. Girls as pals walk with arms about each other. There is not much companionship between the sexes. They do enjoy group games of one sex against the other, and the formal situation of dancing school. <sup>37</sup>

Romance and love in the cinema are spurned, at least by the boys. When two or three girls congregate with their assorted paper dolls, they dramatize life situations such as showers, weddings and the rearing of children. Girls are also more aware of interpersonal relationships than

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35 Ibid., pp. 214-215.

36 Ibid., p. 214.

37 Ibid., p. 216.



boys are. They are conscious of their own persons, their clothes and their appearance. Thus girls, and to lesser degree, boys of ten give evidence of approaching adolescence.<sup>38</sup>

Individual differences are also more apparent at Ten than at Nine. Talents are revealed particularly in the realm of the creative arts. The non-verbal child should have ample opportunity to exercise these natural aptitudes and give them socialized expression. This serves to strengthen self-respect and self-confidence which are so important in adolescence and which keep boys and girls from becoming delinquents.<sup>39</sup>

Ten has a readiness to develop socially when opportunity is given for him to have such experiences in a group that his fluidity and critical capacity are used in forming social attitudes that lead to an understanding and appreciation of others, and a desire to use his skills for his group. He has need of a wise and understanding leader to whom he can turn for assistance. On such a person he is likely to lavish hero worship.

Such leaders in the field of psychology as Bruce and Freeman are in accord with these ideas. They speak of

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38 Loc. cit.

39 Ibid., pp. 214-215.



the Ten as a child who fits quite well into the social pattern; who plays cooperative games, has numerous interpersonal relationships, belongs to one or more groups having a purpose, has achieved marked independence in his movements and activities, and is well along in the formation of his attitudes.<sup>40</sup> To be most effective this social participation must involve opportunities for cooperation with those of different interests and abilities, and provide development of initiative and responsibility. The ten-year-old, working with his group, must discover opportunities to initiate and carry out plans for improving conditions. In seeking to discover the most intelligent method for making others happy, he learns to consult a variety of sources and later to evaluate his plans. However these plans are no longer<sup>41</sup> his as an individual for he and the group are one.

The Closely Graded Lessons, Course 5, make provision for the Ten to have such experiences, under wise guidance, that his critical capacity is used in forming socialized attitudes that lead to an appreciation of his group and a desire to use his skills in helping others. To demonstrate this an examination is made of the units

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40 Bruce, W. F., and F. S. Freeman, Development and Learning, pp. 179-180.

41 Smith, Una P., Op. cit., p. 143.







of the course for the year.

At the beginning of the year the boys and girls survey their class, department and community to determine how they may work together successfully. Early in the year the class is divided into groups or committees responsible for telling or writing one of the chosen stories. A pupil is free to join the group of his choice.

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During the study of Unit 1, Times of Thanksgiving, a study is made of the Jewish festivals and the group visits a synagogue. After evaluations are made they plan to foster better relationships between protestants and Jews in the community. (pp. 22-23) In a study of Unit 2, Writing the Story of Jesus, they discover how parts of the Bible were written. A desire is awakened to share it with

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42 Smith, Ada W., Junior Closely Graded Church Courses, p. 8. Note: Briefly the organization of the study is outlined as follows:

The Way of Good Will, Course 5

Unit 1 Times of Thanksgiving

Unit 2 Writing the Story of Jesus

Unit 3 The Story of Jesus

Subunit 1 Beginning of His Ministry

Subunit 2 What Jesus Taught

Subunit 3 The Story of Easter

Unit 4 The Church and a Fair Chance for All

Unit 5 Studying the Problem of Alcohol

Unit 6 It Happened in Palestine

Unit 7 Living Together as Friends

43 Ibid., pp. 21-23.



people who have never read it. (pp. 24-25) From consideration of Unit 3, The Story of Jesus, the fifth grade discovers the type of person Jesus was. They study his teaching and begin to feel a sense of responsibility for sharing in his teachings and purposes as carried by Christians today. (pp. 43-46) Unit 4, The Church and a Fair Chance for All, helps boys and girls to appreciate a Christian approach to problems of social justice and to respond to opportunities by assuming a Christian attitude toward all men. They study about Wesley Houses, Churches of All Nations, Marcy Center, Good Will Industries and other places. (pp. 65-66) A specific problem is critically weighed in Unit 5, Studying the Alcohol Problem. They ask, "Why is alcohol a problem?" "What helpful uses are there for it?" "What are the harmful uses?" "How can we help to control it?" (p. 67) Unit 7, The Way of Good Will, aids boys and girls as they seek to discover standards for living, thinking and acting toward all persons with whom they live. They evaluate their study for the year.

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## D. RELIGIOUS DEVELOPMENT

In the pre-school period the child regards his parents as omniscient. By the time he is ten-years-of age the child is characterized by self-possession. He is much less dependent upon adults. He is less naive, more rationalistic. He ascribes natural origins and natural processes to Nature and to man; over the cosmos he erects a surpreme<sup>44</sup> deity. One of the great tasks of education is to impart the life sciences and the physical sciences in a manner<sup>45</sup> which preserves both rational and spiritual values.

He is morally mature enough sternly to oppose black markets; the bylaws of his club, written or unwritten, ban lying and cheating. He follows leadership. He can participate in discussion; he can wait his turn. Best of all he has a sense of humor. However, he can use his virtues and new found ethical abilities to spite his comrades and<sup>46</sup> to disrupt their activities.

Leaders of Ten should not knowingly confuse manners with morals. A sense of humor and a little skillful face-saving banter can work miracles in discharging emotional

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44 Gesell and Ilg, Op. cit., pp. 438-439.

45 Loc. cit.

46 Ibid., pp. 409-410.







tensions even in the moral realm; for morals are rooted in mutual respect and the reciprocity which comes with such respect. Reciprocity in turn leads to reason, and ultimately to the concepts of equity which distinguish the mature ethical sense.<sup>47</sup>

Ten is ready to develop morally and religiously when he is given opportunity for such experiences, under wise guidance, that he will use his critical judgment in choosing the highest and the best that has meaning for him and his group; using both the records of the past and the examples of the present. When he uses his skills for the good of others, he becomes a dependable responsible person with some understanding and appreciation for others.

Some leaders in the field of psychology are in agreement that an important step in the moral growth of children is the transition from external to internal authority as the sanction for many conduct responses.<sup>48</sup> Character as a system of inner forces has three necessary constituents: 1) force or energy, 2) intellectual judgment, and 3) emotional responsiveness. Good physical health with an abundance of energy, practice in doing, are likely to be of

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47 Ibid., pp. 410-411.

48 Brooks, Op. cit., pp. 395-396.



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help in developing the force of energy. Training in an impartial search for the truth and practice in analyzing situations and problems to see what things are best for the group may facilitate the second. Trying to see what is fair to others in actual moral situations confronting them and making concrete applications of high ideals to such situations may help children develop the third. 50

Leaders in the field of religious education like Norton, are in accord with these ideas. Christian growth for Juniors is a growth in a relationship to God which is satisfying; an increasing awareness of Jesus and a desire to be like him; the ability to live in a Christian way, in so far as Juniors understand what Christian conduct is and have the self-control to do so. 51 "God" is the good. Where people are kind and helpful and fair to one another, where they are brave and wise, there God is at work. At Ten there should be a growing appreciation of the good as it reveals itself in the concern of more privileged people for those who are less privileged. 52 "Jesus" was a strong and active man who could get angry when occasion demanded,

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49 Ibid., p. 396.

50 Ibid., p. 398.

51 Norton, F. E., Teaching Juniors, p. 25.

52 Eakin, M., and F. Eakin, Your Child's Religion, p. 25.



but who was always helpful, thinking of others more than himself. He was a fearless teacher and worker in behalf of the underprivileged, a man who saw keenly into evils of the social institutions of his people. He did not hesitate to speak out against these evils.<sup>53</sup> A "Christian" is a follower of Jesus.<sup>54</sup> He knows some of the ideals for which Jesus stood and is endeavoring to make them function in his own life.<sup>55</sup> This "ability to live in a Christian way" means making many choices to act according to the principles of Christ. It is wise to let the child make a few simple rules to guide his own conduct. If he breaks the rules he may then share in fixing his own penalty. Thus he becomes self-disciplined, not merely "obedient" because it is demanded of him. He can develop a sense of fairness to others only as he experiences fairness on the part of his parents and teachers.<sup>56</sup> Juniors are conscious of their own struggle for control of conduct. They seek a firmer grasp on principles that will shape patterns of behavior for them. Junior leaders hesitate to use Biblical material that gives sanctions to conduct. They think that the indirect method

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53 Ibid., p. 41.

54 Ibid., pp. 32-33.

55 Loc. cit.

56 McLester, F. C., A Growing Person, pp. 98-99.







of meeting problems as they arise and helping children to study, to come to their own conclusions about the teaching of Jesus in this realm, is the better approach. <sup>57</sup> As an illustration, a member of a class who was not popular became ill. There was a discussion concerning whether the class would plan anything for his comfort and pleasure. One member remarked, "He doesn't deserve anything. He wastes our time by his foolishness". At first the teacher sought to help them to see the boy's handicaps was his desire to be noticed by the class. The class decided to make him a "Sunshine" box. The teacher suggested that they were making something which the sick boy really needed; that he did not have many things to make his stay in the sick-room pleasant. She remarked that one of Jesus' attitudes was to help people whenever they were in need. She asked the group to turn to the Bible and read Luke 10.25-37. "See if you can understand how Jesus described his attitude toward people and their need through this story" she suggested. Thus the incident of the Good Samaritan was lifted to the higher learning level of motivating attitude and conduct. The material was recalled in the midst of activities from time to time. <sup>58</sup>

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<sup>57</sup> Smither, E. L., The Use of the Bible With Children, p. 122.

<sup>58</sup> Ibid., pp. 40-41.



Juniors are now old enough to face directly such economic and social problems as working for peace and against economic and social inequalities and injustices. Alcohol education may be approached directly as well as indirectly. Boys and girls are beginning to feel themselves a part of community and national life, and they need religious interpretations of citizenship problems. A careful study of the prophets and of their teachings and of the teachings of Jesus, especially those that deal with respect for personality and consecration to the kingdom of God, are of great value. The use of the Bible in social problems is an essential part of the religious training of this age group.

The Closely Graded Lessons, Course 5, make provision for the ten-year-old to ask questions concerning the study, to discuss various problems, and to make choices as a group. As they begin the study of "The Story of Jesus" they are encouraged to ask, "What are some of the questions about the life of Jesus for which we would like to find answers in this unit?" Many opportunities are given for them to discuss subjects of interest. They make a visit to a syna-

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59 Ibid., p. 121.

60 Smith, Ada, Junior Closely Graded Church School Courses, p. 43.



gogue and on their return discuss the experience. <sup>61</sup> At another time they discuss the importance of worship and of prayer. They choose a committee to prepare a report <sup>62</sup> on types of work which their group would like to do. They choose materials to use in a Thanksgiving service. They <sup>63</sup> choose ways of "telling the story of Jesus" also. They make rules for playing together. Thus through experiences of discussion, of making choices, and establishing rules, a shift is gradually being made in the group from external to internal controls.

During the study of "The Story of Jesus", leaders encourage the ten-year-olds to think about incidents which show attitudes like or unlike those of Jesus toward people <sup>64</sup> of different races and religions. They decide ways of showing love and kindness to those in need. A friendly meeting is planned with another group in the community. A study of Unit 4, "The Church and a Fair Chance for All", aids them in visualizing the needs of people in the city, people from many lands, people in need of health, and some of the problems of the migrants. The children ask, "How

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61 Ibid., p. 22.

62 Ibid., p. 21.

63 Ibid., p. 43.

64 Ibid., p. 46.







can boys and girls help these needy ones?"<sup>65</sup> Studying the Problem of Alcohol in unit 5 helps the boys and girls to know something about a specific problem.<sup>66</sup> Loyalty to the ideals of Jesus is enlisted through specific deeds of service and of friendship. The causes to which they give their time and effort and the best of their talents win their finest loyalty. For this reason no teacher should pass over the varied activities which are an essential part of this unit! Jesus himself placed important emphasis upon doing good and those who would teach children in Christian churches must follow his example.<sup>67</sup>

Unit 7, "The Way of Good Will", is planned to help boys and girls to discover standards for living in friendliness with others, to help them to realize the value of cooperation and helpfulness and to increase their ability to practice Christlike responses when working and playing together.<sup>68</sup> Frequently there will arise opportunities within the class or in contacts outside to help individual boys and girls consider their own acts and attitudes in the light of what Jesus taught. "Might you think differently

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65 Ibid., pp. 65-67.

66 Ibid., p. 67.

67 Hill, D. L., The Way of Good Will, Course 5, Part 2, pp. 11-12.

68 Smith, Op. cit., p. 84.



about that, John, when you remember what Jesus said to his disciples about the best ways to be great?" "It isn't always easy to show God's love to people we dislike is it Sally?" The thought that someone is concerned about the small but important everyday efforts of the child to act in a Christlike way means more than much "sermonizing." 69 These are moments to be shared by pupil and adult alone.

### Conclusions

The Closely Graded Lessons are in accord with Gesell and Ilg and other selected authorities on several points. According to Gesell and Ilg the ten-year-old has a strong sense of fairness and justice, he can discuss social and moral issues and can use his abilities to act in actual situations where a moral issue is involved. Some psychologists agree that the Ten needs to study, to analyze problems, to make choices and so to apply ideals to situations. The change from external to internal authority as the sanction for conduct responses is important at this age.

Some religious educators are in agreement that the ten-year-old is mature enough to face economic and social problems. His ability to live in a Christlike way means making many choices to act. He may be led to make his own

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69 Hill, Op. cit., p. 12.



rules and to abide by them. The Closely Graded Lessons are in accord with the views of the educators that the Ten should ask questions, study, discuss issues, make many choices and work with his group to establish rules for action. Provision should be made for him to have experiences of helping others. Both the educators and the Closely Graded Lessons recognize that the ten-year-old faces many personal problems calling for decisions and action. Gesell and Ilg specifically name some of these problems, lying, cheating. Educators and the Closely Graded Lessons do not face the Ten with the same specificity of analysis that Gesell and Ilg do; but suggest that adult leaders use the indirect method in helping the ten-year-old to solve his own problems. The fallacy is that teachers in some church schools may be unable to give this guidance. A unit of lessons on "Living Together" is included in the study; however it also lacks specificity. Moreover this unit is last in the book. It would normally be used in the summer when many churches have no church school. There is need for greater emphasis on the individual problems of the ten-year-old.

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## CHAPTER VIII

## THE JUNIOR CHILD (age 11 years)

## A. PHYSICAL DEVELOPMENT

The period of growth during the years seven to eleven is considered a period of relatively slow growth. It is followed by the preadolescent spurt in growth, in height and weight. Both girls and boys have an average medium height of 56 inches at eleven years of age. This increases to an average medium of 58 inches at twelve years. However the girl has an average annual gain of ten pounds to the boy's gain of seven pounds for the medium height of<sup>1</sup> twelve.

In this age period girls are maturing faster than boys. They feel self-conscious about being a great deal taller than their classmates. Boys, on the other hand, usually are more disturbed at being undersized and are relieved to know that there is some chance for a short boy<sup>2</sup> eventually to gain average stature.

Individual adolescents experience temporary awkwardness and poor coordination as a result of rapid and un-

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<sup>1</sup> Strang, R., An Introduction to Child Study, pp. 437-438.

<sup>2</sup> Ibid., pp. 440-441.



even growth. There is rapid acceleration in rate of growth during the year preceding puberty for the girl. This may place an additional tax on the vital organs which require<sup>3</sup> protection against strain from over exertion.

However the years from nine to twelve frequently tend to be the most healthy years of a child's life. Many have gained immunity by having caught some of the childhood diseases. Many have gained immunity through the use<sup>4</sup> of vaccine and serum.

Growth in motor ability during this stage of development is indicated also. In general the Eleven is eager, active, alert and has good control of his body. He is able to run fast and to get his wind again quickly. He ac-<sup>5</sup>quires skill in sports readily. Boys and girls in the sixth grade have expressed preference for the following physical activities: basketball, high jump, fistball, vol-<sup>6</sup>leyball and social dancing.

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3 Loc. cit.

Note: The technical information furnished by Gesell and Ilg extends to the tenth year only, or by comparisons of age levels to the eleventh year.

4 Ibid., pp. 441-442.

5 Ibid., p. 444.

6 Ibid., p. 446.



The eleven-year-old is ready to develop physically when such experiences are provided that he has a variety of interests through which he gains a mastery in the use of skills in Christian living.

Some leaders in the field of religious education as Norton speak of the individual differences among Juniors. Some of these are due partly to stronger healthier bodies, while others are the result of inheritance or the child's experiences in life.<sup>7</sup> For example, Mary and Jane are about equal in health, intelligence and family circumstances. Mary likes all sorts of outdoor activities and enjoys working with her hands. Jane likes reading so much that her mother has had to make a rule that she cannot read until she has had a certain amount of outdoor play each day. She writes well too. In their church school class Mary is the leader. When they get a box of toys ready for the city mission it is Jane who writes the note that accompanies it. In discussion Jane shines while Mary is fidgety and often loses interest. A varied program is needed so<sup>8</sup> each may have his chance to develop. Individual differences in interests call for a varied program if the child is to develop physically and derive satisfaction from the

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7 Norton, F. E., Teaching Juniors, p. 13.

8 Ibid., Op. cit., pp. 14-15.







use of his skills. It is for the teacher to discover as fully as he can just what each Junior is like, not only outwardly but also within. This may best be accomplished through 1) Study of child psychology, 2) Observation, and 3) Visitation in the home.<sup>9</sup>

The Closely Graded Lessons, Course 6, is prepared for the Junior child who may be of varied size and capacity. The title of the course is "Our Father's Business". Unit 1 of Course 6 is entitled "Understanding the Early Old Testament". It covers Biblical stories from the time Abraham left Urr of the Chaldes to the period when the Hebrews settled in a New Land.<sup>10</sup> Unit 2 is "World Carols that Make Christmas Beautiful"; it concerns Christmas carols and customs which have come to America from other lands.<sup>11</sup> Unit 3, "Our Church and Our Country" helps the child to discover how religious tolerance and freedom to worship are interwoven into American history.<sup>12</sup> By studying Unit 4, "What It Means to be a Christian", the eleven-year-old is aided in

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9 Note: Helping Teachers Understand Children, by The Staff of The Division on Child Development and Teacher Personnel, is recommended for the leader who desires a better understanding of the child.

10 Smith, A. W., Junior Closely Graded Church School Courses, pp. 26-29.

11 Ibid., pp. 30-31.

12 Ibid., pp. 49-51.



his preparation for intelligent and loyal church membership.<sup>13</sup> And as he studies Unit 5, "Paul, Messenger of Good News", he is challenged by Paul's loyalty and courage and should desire to take part in similar work today.<sup>14</sup> Unit 6, "The Church at Work Around the World" gives the Eleven a world vision of the church and its service.<sup>15</sup> Unit 7, "The Earth, Man's Home", challenges the child to explore and to appreciate the resources of the earth and the Creator who made them possible. This leads to Unit 8, "We Worship Joyfully".<sup>16</sup>

Various activities are suggested in connection with the different units of study: dramatization, painting, map making, making posters and scripture roll, mounting pictures, playing games, taking trips and engaging in leisure time activities. These activities should aid the eleven-year-old as he seeks to acquire habits that contribute to skill in Christian living. This is one of the objectives to be accomplished during the year and should aid the child in his physical development.<sup>17</sup>

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13 Ibid., pp. 52-54.

14 Ibid., p. 68.

15 Ibid., pp. 69-71.

16 Ibid., pp. 86-91.

17 Towner, Vesta, and E. H. Lane, Our Father's Business, Course 6, Part 1, pp. 3-4.



## B. MENTAL DEVELOPMENT

As the eleven-year-old child is developing physically and making use of his skills, he is developing mentally also. He is able to detect absurdities and to see significant elements in a situation. He gives sensible answers to questions; he is able to define abstract words. He has a better use of language, detects relationships and makes generalizations.<sup>18</sup> As an example, fifty per cent of eleven-year-olds recognize that a snake, cow, and sparrow<sup>19</sup> are alike in that they "all are animals" or "all move". Interest in puzzles is said to culminate at this age. Many puzzles are good problems in reasoning; this interest should be encouraged as an absorbing activity. Very definitely memory is a factor in the intelligent behavior of<sup>20</sup> the Eleven also.

In the classroom, the pupil's interest in the work to be done is a good preventive of disobedience. From observation in the sixth grade it has been noted that the child was most attentive when he had a definite piece of work to do, when other children were giving short recita-

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18 Strang, Op. cit., pp. 471-476.

19 Loc. cit.

20 Ibid., p. 473.







tions, when classmates were called upon to give some kind of a demonstration such as locating cities on the map, and when the teacher called for discussion of the outside reading.<sup>21</sup> Lack of interest may result when work is too easy. There is no incentive for the well-informed alert child to pay attention to things he already knows.<sup>22</sup>

The eleven-year-old is ready to develop mentally when given opportunity for such experiences, under wise guidance, as challenge his thinking, appeal to his reason, and aid him in the solving of his own problems in a satisfying manner.

Such leaders in the field of Christian education as McLester recognize that the preadolescent child should be led in a careful study of the Bible and other religious literature, for he has an increasing ability to understand and appreciate.<sup>23</sup> Children should use the Bible itself under the teacher's guidance. In the past it has been thought that a good method was for the teacher to present the Bible material while the children listened. Many discipline problems with older children grew out of the fact that teaching

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21 Ibid., p. 515.

22 Ibid., p. 519.

23 McLester, F. C., A Growing Person, pp. 108-109.



was centered in teacher rather than in pupil activity.

Juniors like to work things out for themselves, to have a study plan that they may follow. Supervised study may be an aid to class work. The pupil's book may be used as a workbook during this period. What once was thought of as daily Bible readings can be used as material for investigation. Another method of using the Bible with Juniors is organized through committee work. Incidents from the Bible are clipped, mounted on cardboard, and given to various committees for report, or the references are placed on the cards. The Juniors look them up and list their findings  
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below the references.

Juniors have arrived at an age when they can retain what they memorize provided it is used often enough and with enough meaningful association. Committees may work on the selection of Biblical material to be used in a worship service for the class, for the department, or to share with another group. Memory work should be used in connection with many worth-while experiences that lend additional  
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meaning to it. Map work is a valuable supplement to sto-

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24 Smither, E. L., The Use of the Bible With Children, pp. 107-108.

25 Loc. cit.

26 Ibid., p. 109.



ries of the Bible lands and in connection with memorization of a few longer passages. Both product maps and picture maps can be planned. Even a large outdoor map may be made and the surface coated with cement. "Travel trips" to the Holy Land can be arranged in connection with map work. A "log" of the trip may help the class to organize and evaluate its findings. The Palestine of today may be contrasted with ancient Palestine. Bible references may be hunted in connection with each of the places visited. A worship service may be developed in connection with the "visit" to Jerusalem.<sup>27</sup>

There are various tests suitable to the sixth grade which give the boys and girls time to recall and organize knowledge and the teacher opportunity to check on the children's comprehension.<sup>28</sup> Thus Bible study becomes an interesting experience to the eleven-year-old.

In Course 6, Unit 1 "Understanding the Early Old Testament" of the Closely Graded Lessons, material has been chosen from the Old Testament because of its interest and value to him.<sup>29</sup> Instead of a separate memory verse for each Sunday, a few longer Bible passages are offered. There is

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27 Ibid., pp. 113-114.

28 Ibid., p. 128.

29 Smith, A. W., Op. cit., pp. 26-29.







more value in the continued use of one or two longer selections than in the memorization of many unrelated verses.<sup>30</sup>

In each session the Bible is used as a source to which teacher and pupils go in search of information, for help<sup>31</sup> in learning about God and for guidance in daily living.

Provision is made for directed study, research, reports,<sup>32</sup> group thinking and discussion; this is very commendable.

In Unit 2, "World Carols that Make Christmas Beautiful", use is made of materials which are apt to be too familiar to the sixth grade Junior. For several weeks each year the child not only hears these stories and carols at home, club, public school and church, but even on the street corners. The carols and stories are beautiful, they are part of his religious heritage; however, lack of interest may result when work is too easy. The alert child who is well-informed has no incentive to give his attention<sup>33</sup> to things which he already knows.

Unit 3, "Our Church and Our Country," is to help boys and girls to appreciate the contributions of the church to the growth of America. Some interesting activities are

30 Towner, V., and E. H. Lane, The Closely Graded Lessons, Course 6, Part 1, p. 6.

31 Ibid., p. 7.

32 Ibid., pp. 13-16.

33 Ibid., pp. 30-31.



suggested with this unit. The pupils may investigate the history of their own church or study some historic landmark showing influence of the church on the development of the community. They may write the Federal Council of Churches concerning its work, record some work of the church in education, write for information about home missionary project of the church, or work on a map, litany or prayer. This is a unit to challenge the thinking of the eleven-year-old.<sup>34</sup> Unit 4, "What It Means To Be a Christian" gives the sixth grader a new conception of such words as "church", "Christian" and "God". Such a unit helps to prepare the eleven-year-old for intelligent church membership.<sup>35</sup> In the study of Unit 5, "Paul, Messenger of Good News", the boys and girls grow in their appreciation of the story of Paul as one of the greatest in literature. They make a map of Paul's world, make scripture rolls, give choric readings and share a pageant.<sup>36</sup> Following the story of Paul the boys and girls are led to learn of and to participate in services that challenge the Church around the world. This unit is entitled, "The Church at Work Around

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34 Ibid., pp. 49-51.

35 Ibid., pp. 52-54.

36 Ibid., p. 68.



the World".<sup>37</sup> Unit 7, "The Earth, Man's Home", helps to develop in the Eleven the sense of adventure as he seeks to explore his earth. During this study he makes research plans, keeps records, studies the Bible, learns music appreciation, engages in discussion, completes a chart or frieze and plans for a worship service or dramatization.<sup>38</sup> Unit 8, "We Worship Joyfully", brings the year's work to a satisfying conclusion.<sup>39</sup> The material when considered as a whole, except for unit 2, "World Carols that Make Christmas Beautiful", will challenge the thinking of the eleven-year-old, appeal to his reason, and aid him in the solving of his own problems.

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37 Ibid., pp. 69-71.

38 Ibid., pp. 86-88.

39 Ibid., pp. 89-91.





## C. SOCIAL DEVELOPMENT

As the eleven-year-old plays, works and thinks with the group, he is developing socially. As he comes in contact with peoples of other races, he comes to appreciate the contribution which they make to his world and which he may make to theirs. Prejudice is learned or caught from others. A tolerant attitude is built by knowledge and understanding of people of different races and socio-economic status.  
40

As the child gains a knowledge and understanding of the needs of others he will discover something valuable that he can do. Thus this insight into his own capacity, this testing of his powers, becomes a driving force within himself and one of the most potent factors in personality development. Nothing contributes so much to the integration of personality as the mobilization of a child's powers in accomplishing a task that is socially desirable and personally satisfying.  
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Such creative activity may take place under wise guidance in a group.

Such leaders in the field of religious education as McLester recognize the importance of the group in the de-

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40 Strang, Op. cit., pp. 476-477.

41 Ibid., p. 609.



velopment of the growing child. Any child who is "left out" suffers a despairing loneliness that demands sympathy. He may cling to a group in spite of rebuffs if he still hopes to win a place in it, but he will finally withdraw if he does not succeed in establishing a satisfying<sup>42</sup> relation with at least one or two of the members. The child's eagerness to be accepted by his group is accompanied by a growing desire to manage his own affairs, make his own decisions at home and to follow the customs of his group or set. A child should feel that he is accepted and wanted, both in his home and in his group. It is important<sup>43</sup> that he has a sense of "belonging". It is important also that he feel that he is making a contribution which is<sup>44</sup> valued.

The eleven-year-old is ready to develop socially when he has the opportunity for such experiences in the group that he feels that he is liked and accepted, and is able to make a worth-while contribution. He is a more responsible individual; he has a growing understanding and appreciation of others.

The Closely Graded Lessons Course 6, Our Father's

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42 McLester, F. C., Op. cit., p. 109.

43 Ibid., p. 110.

44 Loc. cit.



Business, do make provision for the eleven-year-old child to develop socially. Leadership is not an outstanding need of the Junior, rather learning how to cooperate, to plan with and for others, to assume responsibility will be gained through committee and class work. All committee work will be under the guidance of an adult who works with them as one of the group.<sup>45</sup> Unit 2 "World Carols that Make Christmas Beautiful" demonstrates how the group or class plan to share a Christmas service with the department or they may share carols with refugees or friends.<sup>46</sup>

Unit 3, "Our Church and Our Country", helps the eleven-year-old to develop a respect for the rights of worship of those who think differently and to appreciate the beliefs of others.<sup>47</sup> He relates the work of the church for fairness and friendship to phrases of the hymn, "America the Beautiful".<sup>48</sup>

During the study of unit 4 "What It Means to be a Christian" the group studies the meaning of the larger group, the church. They think of God as "Father" and of

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<sup>45</sup> Smith, A. W., Junior Closely Graded Church School Courses, p. 94.

<sup>46</sup> Ibid., p. 31.

<sup>47</sup> Ibid., p. 50.

<sup>48</sup> Ibid., p. 51.







themselves as His "Children". They ask, "What does God expect of His children?" This question is answered when they discover what Jesus taught concerning the ways in which Christians should treat others. They make plans for sharing their posters and a dramatization.

Through a study of unit 5 "Paul, Messenger of Good News" the boys and girls discover that it was Paul's labor that made it possible for Christianity to come to Europe and then to America. Unit 6 "The Church at Work Around the World" stimulates the boys and girls to be messengers of good-will too. They discover neighbors in Mexico, South America, Africa, India, China and all around the world. They are happy to find that when people work together and with God it is possible to have a better home for all. Boys and girls may worship God through sharing, singing, service, praying, quietly listening to music and in many other ways. They find that there is responsibility in belonging to a group of church worshippers.

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49 Ibid., pp. 52-53.

50 Loc. cit.

51 Ibid., p. 68.

52 Ibid., pp. 68-71.

53 Ibid., p. 90.



## D. RELIGIOUS DEVELOPMENT

The needs of later childhood are summarized as 1) curiosity and exploration, and 2) organization and self-control. Questions should be respected for they are signs of readiness to learn. Questions about God are hard to explain but mutual search with the child in his exploring  
54  
adventure is worthwhile.

Jesus may be so presented as to win Eleven's supreme allegiance. The child at this age may become a loyal follower of a religious purpose, may accept responsibility in the church school program, and may do home tasks more  
55  
cheerfully as a welcome religious expression. Many concepts make possible ability to reason and to judge. More abstraction is possible. Tempers and moods need to be controlled by developing poise, dignity, self-respect and social adjustment. Because of these varied experiences the home  
56  
loses its supreme significance.

The eleven-year-old is ready to develop religiously when given opportunity for such experiences, under wise guidance, as will use his past experience and the past ex-

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54 Johnson, P. E., Psychology of Religion, p. 71.

55 Ibid., p. 72.

56 Loc. cit.



perience of the race to solve his own problems and to reorganize his own life in terms of achieving the greatest good for himself and his group.

The eleven-year-old needs information to satisfy his intellectual curiosity. A study of the Closely Graded Lessons, Course 6, Unit 1, "Understanding the Early Old Testament" will help him to find answers to such questions as "Where did our religion begin?" "How did it begin?" "Have people always thought about God as they do today?" "Were the Hebrews influenced by the Egyptian's religion?"<sup>57</sup> "How do people think about God today?" Through a study of unit 3, "Our Church and Our Country" he should gain information concerning how the Christian church began, how the movement spread and how the church helps many people here<sup>58</sup> and in other lands to have a fair chance. In a consideration of unit 4, "What It Means to be a Christian" he is eager to discover the meaning of "Christian". He wants to know what Jesus taught. He is interested in the "sacraments" and wishes to understand what is involved in "joining the church".<sup>59</sup> As Eleven participates in the study of Unit 5, "Paul, Messenger of Good News", he finds satisfac-

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57 Smith, A. W., Op. cit., pp. 26-29.

58 Ibid., pp. 49-51.

59 Ibid., pp. 52-54.







tion in knowing that Paul's labors made it possible for Christianity to spread from the Near East to Europe and then to America.<sup>60</sup> In Unit 6, "The Church at Work Around the World", he discovers the answer to his question, "Who<sup>61</sup> today is responsible for carrying on the work?" Unit 7, "The Earth, Man's Home" contributes to the growth of a Christian philosophy of life as Eleven faces puzzling problems in the natural world. It may help to create a growing desire to work with God in fulfilling His plans<sup>62</sup> for the earth as man's home. As the Eleven finds satisfying answers to his questions he may be guided to use the information as he makes choices and decisions. Many opportunities are provided in the Closely Graded Lessons for the child to participate in the thinking, planning and discussions of the group. Committees function in research projects, records are kept, reports are made and plans put in action. After a service project the group evaluates their experience. Many opportunities are made for experiences of study, fellowship, service and worship. Knowledge arises out of experience as "meaning" and reenters experience as controls and insights.

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60 Ibid., p. 68.

61 Ibid., pp. 69-71.

62 Ibid., pp. 86-88.



Imitation becomes "hero worship" at this time. Jesus may be so presented as to receive Eleven's supreme allegiance. As he studies Unit 2, "World Carols that Make Christmas Beautiful" he may be led to ask, "If I were an artist, a story teller or song writer how would I show the world the importance of Jesus?"<sup>63</sup> Unit 3, "Our Church and Our Country", is concerned with the building of brotherhood, love and goodwill as based on the teachings of Jesus and expressed through the church.<sup>64</sup> Unit 4, "What it Means to be a Christian", is a key unit of the Junior courses. It seeks to answer the question, "What is a Christian?" "What is the meaning of 'following Jesus'?" "What did Jesus teach?" "What rules must a Christian follow?" Through the study of this unit the child may be led to dedicate himself to Jesus as leader and teacher.<sup>65</sup>

In the study of Unit 5, "Paul, Messenger of Good News" the child may be challenged by Paul's loyalty and courage to take part in similar work today by sharing his gifts, services and enthusiasm.<sup>66</sup> The purpose of Unit 6,

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63 Ibid., p. 31.

64 Ibid., p. 33.

65 Lane, E. H. and Vester Towner, Our Father's Business, Course 6, Part 2, pp. 67-119.

66 Towner, V., and Ida Binger Hubbard, Our Father's Business, pp. 18-58.



"The Church at Work Around the World" is to help boys and girls become aware of and appreciate the growing strength and contributions of the national churches to the work of the world church, and to help the boys and girls participate in services that challenge the church around the world.<sup>67</sup>

### Conclusion

The Closely Graded Lessons Course 6, "The Way of Good Will" do agree with selected psychologists and religious educators concerning the development of the eleven-year-old; that the Eleven is advanced in ability to reason and to judge; that reorganization of his life from within is possible; that Jesus should be so presented as to win his supreme allegiance. Many opportunities are provided in the Closely Graded Lessons for the child to participate in the thinking, planning, and discussion of the group. Committees function in research projects, records and reports are made and plans put into action. After a service project the group evaluates their experience. Many opportunities are made for experiences of study, fellowship, service and worship.

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<sup>67</sup> Ibid., pp. 61-125.





## CHAPTER IX

## SUMMARY AND CONCLUSIONS

## A. SUMMARY

In these chapters an attempt has been made to analyze the Closely Graded Lessons, of the Children's Division, of the Methodist Church School in the light of the laws of growth, 1) Readiness, 2) Exercise with a purpose, and 3) Effect, as portrayed in the writings of 1) Arnold Gesell and Frances Ilg, 2) Selected psychologists and 3) Selected religious educators, to see wherein the various writings agree or disagree.

This summary will show 1) the age group considered; 2) at what point or points the child is ready to learn or to develop a) Physically, b) Mentally, c) Socially, and d) Religiously; 3) whether or not the Closely Graded Lessons are adequate to meet the needs of the child, provided he is given opportunity for certain experiences with a purpose, and the repetition of the experiences bring to the child a sense of satisfaction.

An Analysis of the Closely Graded Lessons  
In The Light of The Laws of Growth

1. The Kindergarten Child (ages 4 and 5 years).



- A. Point at which child is ready to develop physically.

Because the child's gross motor activity is high, he is in need of

- 1) Space and room arrangements for vigorous and spontaneous play.
- 2) Materials for creative activities.
- 3) Children with whom to play.
- 4) Adults who understand him.

- B. Point at which child is ready to develop mentally.

The child's mental organization is very mobile and very limited by lack of experience. He is ready to learn by doing especially through the use of his senses, and in a here-and-now world. His memory span is short; intense emotions should not be raised.

Experiences which will further his mental development:

- 1) Conversations.
- 2) Listening to stories and telling stories.
- 3) Play and dramatizations.
- 4) Drawing, painting and enjoying pictures.
- 5) Experiences with music.

- C. Point at which child is ready to develop socially.

He is in a "growthsome" stage in respect to interpersonal relations. He needs to learn the values of cooperation and be able to see others as a part of the social group with rights.

Experiences which will further his social development:

- 1) Experiences with the small group of approximately the same age.
- 2) Freedom of use of materials, equipment and space.
- 3) Discovery of persons in cooperation and in sharing.
- 4) Need for understanding and guidance.

- D. Points at which the child is ready to develop religiously:

- 1) Through experiences with people who are growing religiously.
- 2) Through appreciation and wonder of nature.
- 3) Through the constructive choices which he is guided in making.



The Closely Graded Lessons are found to be adequate for the physical and social development of the child. In providing materials for the mental development of the child the Closely Graded Lessons do use a few Old Testament Stories in spite of the fact that religious educators quoted agree that Old Testament stories should not be used and should not be simplified. Undesirable parts of these stories have been deleted, and they are used not just to meet the demand for "Bible Stories", but are included to meet definite goals and their use is permissible.

The Closely Graded Lessons are not in agreement with Gesell and Ilg concerning the religious development of the child. Gesell and Ilg doubt that the kindergartner has a sense of good and bad, or that he can differentiate right from wrong. The Lessons do agree with the psychologists and religious educators quoted that the child may come to know God through persons who themselves are growing in their understanding of God. Moreover it is the privilege of those who guide the kindergarten child to associate God with the child's everyday experiences. Jesus is presented as a friendly, helpful, brave person who liked people and cared for them.

## II. The Primary Child (age 6 years).

### A. Point at which the child is ready to develop phy-





sically.

Because Six is active but awkward and suffers from many complaints, he is in need of

- 1) Opportunity for such experiences that, even though he fail, he may still feel a sense of security and satisfaction.
- 2) The building up of a strong physical resistance in order that contagious diseases and complaints may be overcome.

B. Point at which the child is ready to develop mentally.

- 1) By participation and a creative self-activation.
- 2) In a here-and-now world, and to meet his needs.

C. Point at which the child is ready to develop socially.

Because Six has multiple difficulties in his interpersonal relations, he will develop socially

- 1) In the small group where there is freedom of action.
- 2) When children help one another and the teacher praises good work.
- 3) Where there is chance for personal leadership.

D. Point at which the child is ready to develop religiously.

Because Six has a capacity for trust and wonder, and is developing a feeling relationship to God, he will develop religiously if he has opportunity to

- 1) Enter into an active life that is loving, friendly and investigative.
- 2) Worship.
- 3) Go without fear to adults when he is puzzled or insecure.

The Closely Graded Lessons are in agreement with Gesell and Ilg, selected psychologists, and religious educators that in order for the child to grow religiously he needs an active life that is loving, friendly and investi-



gative. The Lessons provide for such activities. The Six needs an opportunity to worship. According to Gesell and Ilg, this is the peak period of the primary years of the child's interest in a Creative Power to which he can relate himself. A psychologist states that the child's idea of God is influenced by his experience with his own father. A religious educator reiterates the thought that the child's ideas of God grow through his active church life, his association with mature Christians, and his experiences with the natural world. At first he senses the more spiritual understanding of God. Later God becomes real to him through his experiences. The Closely Graded Lessons make provision for worship which may be spontaneous or planned. The authorities named are in agreement that the Six needs adults in whom to confide. The Closely Graded Lessons picture the six-year-old and his teacher as they work and worship together. For the benefit of the teacher there should be more information concerning this child's physical limitations, his emotional instability, and his need of a sense of security. In the past the story-method has too generally been emphasized with primaries. More emphasis is needed upon the importance of experience in the religious development of the child!

### III. The Primary Child (age 7 years)



A. Points at which the child is ready to develop physically.

This child is fairly cautious but not fearful. He is sometimes active, and sometimes inactive. He is able to repeat a performance persistently and likes to manipulate objects. Seven is still subject to muscular pains and other difficulties which are now more readily brought under control. Because of these characteristics he will develop physically

- 1) When his security is increased by wise supervision which brings both freedom and responsibility.
- 2) When provision is made for both active and inactive interests as well as some manipulatory pleasures.

B. Points at which he is ready to develop mentally.

This is an assimilative age. Seven is a school-going pupil who is earnest, assiduous and somewhat channelized. He is repetitious, mechanical, lacks pliancy but wants to be correct. He will develop mentally

- 1) When given opportunity for such experiences that will develop both his inner life and his outward conduct, experiences which provide both reflection and action.

C. Points at which he is ready to develop socially.

Seven is increasingly aware not only of himself, but of others. He will develop socially

- 1) When provision is made for him to have creative experiences in loosely organized groups.
- 2) When opportunity is afforded him to carry out brief tasks with the assuring support of words of appreciation.

D. Points at which he is ready to develop religiously.

Seven is in an immature stage of growth. There is a beginning of reason, but also a beginning of skepticism. He is developing an ethical sense, but his sense of property is immature. He will develop religiously

- 1) When opportunity is given for him to have experiences not only of security but of responsibility.







- 2) When he is provided opportunity to worship and to serve.
- 3) When he enjoys sympathetic fellowship of adults to help in the solving of his problems.

The Closely Graded Lessons when considered in the light of the laws of growth are found to be adequate for the religious development of the seven-year-old. According to Gesell and Ilg, Seven is conscious of the attitudes of his playmates. As he is conscious of these attitudes, his consciousness of God's attitude toward what he is and does may be awakened. For rules to govern his behavior in such matters as honesty and lying Seven needs the aid of sympathetic adults. Psychologists suggest that Seven may learn to formulate his own rules. Responsibility under guidance is helpful. The Closely Graded Lessons are in agreement that religion must be taught in connection with life. The seven-year-old may read and discuss stories, may observe how parents and teachers and friends make a continual contribution to those in need. He too grows religiously when he learns to share God's love by acts along with other members of the fellowship. Old Testament stories which reflect teachings about God similar to those in the New Testament should be used. Words used must be simple and concrete, rather than the vague abstract ones sometimes associated with religious teaching. Thinking must be fitted to the child's thinking and living. The Closely



Graded Lessons make provision for the religious development of the seven-year-old through the materials which are provided for study, worship, service and fellowship activities which bring him an increased sense of security and responsibility under wise guidance. This guidance is a necessity and the continuing emphasis must be upon the purposeful activity of the child. A minor point of difference between the lessons and the standards of the authorities considered is that the Lessons fail to use good picture prints on the Picture Story Papers.

#### IV. The Primary Child (age 8 years)

##### A. Points at which the child is ready to develop physically.

Eight is in general healthier and less easily fatigued than Seven. Eight enjoys not only gross motor activity but he also enjoys an increase of speed and smoothness in fine motor performance, and an easy release. Courage and daring are his special characteristics; however he does not have the sustaining power which he will have at nine years. He will develop physically

- 1) When provision is made for him to have such gross and fine motor activities that he will feel a sense of challenge in realizing their successful completion, under wise guidance and for a purpose.

##### B. Points at which the child is ready to develop mentally.

Eight's mind is characterized as being hungry, expansive and evaluative. He will develop mentally

- 1) When such experiences are provided that his growing mind may expand to take in the future and past as well as the present.
- 2) When experiences sharpen his curiosity.



- 3) When he is led to evaluate life as he finds it.

C. Points at which he is ready to develop socially.

Eight is also expansive in his social development. He is more of a person by adult standards and in terms of adult-child relationships. He will develop socially

- 1) When opportunity is provided for him to have such experiences with others, under wise guidance, that he feels an added sense of prestige, status and responsibility.

D. Points at which he is ready to develop religiously.

Eight is expansive also in his religious development. He is more responsible for his acts; he wishes to live up to the standards that others have for him. Eight has the essentials of an advanced ethical sense; he is more capable of managing his thoughts and thinking

- 1) When given opportunity for such experiences, under wise guidance, with people, nature, and things, that he is led to evaluate meanings in an atmosphere of freedom which brings to him a sense of both responsibility and satisfaction.

The Closely Graded Lessons, Course 3, Part 1, when analyzed in the light of the laws of growth are found to be adequate. They agree with Gesell that the Eight is more capable of managing his thoughts and thinking things through. He is more responsible for his acts. They agree with psychologists that practice of good acts has more value than exhortation or rules. The Lessons make provision for Eight's developing sense of authority by providing many opportunities for his discussing problems, making choices, evaluating decision. It is not suggested by the







Lessons that the Eight make his own rules; however in Course 3, Part 2, a group in which individuals were inconsiderate of one another were led to play a game of saying only good things about one another. (p. 155) The Closely Graded Lessons agree with Gesell that the eight-year-old is able to get a new evaluation of the stories and teachings of the Bible. However the Lessons do not agree that the Eight has no new concept of Deity. In the Church School the curiosity of the child may bring surprising questions concerning nature and the creative process, concerning God and Jesus and their relation to the Bible stories read. The Lessons provide such experiences for the Eight that his curiosity may be satisfied and he may find a deeper sense of fellowship with God.

#### V. The Junior Child (age 9 years)

##### A. Points at which the child is ready to develop physically.

Nine is speedy, expansive and self-motivated. Because of the greater maturity of his neuro-motor system, he is now able to persevere until a skill is perfected. Because of improved eye-hand coordination he makes better use of his fine motor skills. He will develop physically

- 1) When provision is made for him to find enjoyment and purpose in both gross and fine motor activities and skills which allow for some competition and self-motivation.
- 2) When care is taken that he does not overdo.

##### B. Points at which the child is ready to develop mentally.

Nine is self-motivated mentally as well as physically. He will tackle anything within his power. He is also a realist and interested in achieving critical evaluations. He will develop



mentally

- 1) When opportunity is provided, under wise guidance, for such experiences in real life that he will need to make use of critical evaluation and self-motivation.
- 2) When caution is taken that Nine is not overplaced in regard to his school work.

C. Points at which the child is ready to develop socially.

Nine has good relationships with others; however his social relationships are a mixture of strivings for independence, and a need for dependence. He is beginning to identify himself with the group. He will develop socially

- 1) When provision is made for him to have such experiences with adults who respect his increasing maturity that he senses a feeling of independence, and still can go to them for help.
- 2) When he enjoys creative experiences with a special friend as well as with a small group of friends of approximately the same age and the same sex.

D. Points at which the child is ready to develop religiously.

Nine is a realist. He is factual and forthright. He may show a lack of interest in God and religion; however he is essentially fair, just, truthful and honest. His conscience is in the making. He will develop religiously

- 1) When given opportunity for such experiences, under wise guidance, that he will face and solve problems on his own level, and by so doing sense the reality of goodness, fairness and justice in relation to both himself and others.
- 2) When given opportunity to learn great hymns, great poetry and great prayers with a chance to use them creatively.

The Closely Graded Lessons, Course 4, Part 1, when analyzed in the light of the laws of growth, readiness of Nine to develop, exercise and repetition with a purpose,





and satisfactions realized, are in accord with other authorities in the field. The Closely Graded Lessons aid Nine in finding answers to his realistic questions; questions about God, questions about Jesus, questions about the church and the Bible. This is accomplished through experiences of study, service, worship and fellowship. Unit 1 helps the Nine think of himself as in an older group of the church fellowship where they assume responsibility for property and work cooperatively with other church members. When a study is made of "The Hymnal of the Bible and Our Hymns", he and his group evaluate the study. They ask, "How can we show thanks by serving others?" Provision is made for them to use what they have learned by sharing it with the larger group.

Unit 2, "Because Jesus Came" and Unit 6, "The Church Helps the Children Around the World to Grow" especially appeal to his sense of justice and fair-play. Through participation in service projects he learns the joy of serving others and carrying on the work which Jesus began. The unit "Learning to Choose" guides the nine-year-old as he begins to set standards which are in keeping with Christian ideas. It is to be regretted that this unit is studied in the summer when many churches do not have church school. The Lessons suggest that the teacher guide the Nine in the solving of his personal problems. If such matters as "hon-





esty" are left to the guidance of the teacher as she seeks to lead the Nine in the solving of his problems, then greater emphasis is needed at this point! Moreover in consideration of the physical and mental development of the child the Lessons fail to consider that because of his self-motivation and persistence in perfection of skills he is apt to overdo. Care should be taken that he is not over placed in regard to his work; if he is, he will receive both his own condemnation and the condemnation of others.

#### VI. The Junior Child (age 10 years)

##### A. Points at which the child is ready to develop physically.

Ten is reorientated and in good equilibrium. He has himself and his skills well in hand. He is relaxed, casual and alert. He will develop physically

- 1) When provision is made for him to have such experiences under wise guidance, that he is able to use his perfected skills in creative work which increases his confidence, dependability, responsibility, and brings pleasure to himself and others.

##### B. Points at which the child is ready to develop mentally.

Having mastered his intellectual tools, he is interested in using them. He shows a capacity for self-criticism which makes for a realistic and factual approach to school tasks. There is an advance in abstract thinking. He will develop mentally

- 1) When opportunity is given for him to use his skills, under wise guidance, for the solution of his own problems.
- 2) When given an opportunity to collect important and interesting things, even facts!



C. Points at which the child is ready to develop socially.

Ten is peculiarly receptive to social information, to broadening ideas and to prejudices, good and bad. He may esteem his gang more than his family. He will develop socially

- 1) When opportunity is provided for him to have such experiences in a group that his fluidity and critical capacity is used in the forming of socialized attitudes that lead to an understanding and appreciation of others, and a desire to use his skills in helping others.
- 2) When he has a wise and understanding leader or teacher to whom he can go for help and to whom he can look as his hero.

D. Points at which the child is ready to develop religiously.

Ten is characterized by self-possession. He is much less dependent upon adults; he is less naive, and more rationalistic. He ascribes natural origins and processes to Nature and to man, and over the cosmos erects a supreme deity. He will develop religiously

- 1) When given opportunity for such experiences, under wise guidance, that he will use his critical judgment in choosing the highest and best for himself and his group.
- 2) When he uses his skills for the good of others and so becomes a dependable responsible person with appreciation for others.

The Closely Graded Lessons are in accord with Gesell and Ilg, and other selected authorities on the statement that the ten-year-old has a strong sense of fairness and justice, he can discuss social and moral issues, analyze problems, and apply ideals to situations. The change from external to internal authority as the sanction for conduct responses is important for this age. He may be led to make





his own rules and to abide by them. Both the educators and the Closely Graded Lessons recognize that the ten-year-old faces many personal problems calling for decisions and action. Gesell and Ilg specifically name some of these problems, lying, cheating. Educators and the Closely Graded Lessons do not face the Ten with the same specificity of analysis that Gesell and Ilg do; but suggest that adult leaders use the indirect method in helping the Ten to solve his own problems. The fallacy is that some teachers in some schools may be unable to give this guidance. A unit of lessons, "Living Together" is included in the study; however they lack specificity too. Moreover this unit of study is the last in the series. It is normally used in the summer when many churches have no church school. There is need for greater emphasis on the individual problems of the ten-year-old.

The Closely Graded Lessons make provision for the use of the perfected skills of the Ten. Some of the activities are relegated to "additional sessions". The materials are presented in an interesting manner. Greater emphasis should be placed upon the fact that Ten's physical skills should be perfected now and he should be given a chance to use them for others.

## VII. The Junior Child (age 11 years)

- A. Points at which the child is ready to develop physically.





The child is eager, active, alert and has good control of his body. There may be a pre-adolescent spurt in growth. Girls are maturing faster than boys. Some may experience temporary awkwardness and poor coordination as a result of rapid uneven growth. He is ready to develop physically

- 1) When such experiences are provided that he has a variety of interests, and through them gains a mastery in the use of skills for Christian living.

B. Points at which the child is ready to develop mentally.

Eleven has better use of language, detects relationships and makes generalizations. His memory is improved. He is attentive when given a piece of work to do which is interesting to him. There is no incentive to attend to that which he already knows. He is ready to develop mentally

- 1) When he has creative experiences, under wise guidance, which challenge his thinking, appeal to his reason and aid in the solving of his problems in a way that is satisfying.

C. Points at which the child is ready to develop socially.

Eleven plays, works and thinks with the group. He needs a sense of belonging to his class. He is ready to develop

- 1) When opportunity is provided for such experiences in the group that he feels he is accepted by the group and can make a worthwhile contribution to it.
- 2) When he has a growing understanding and appreciation of others, and is able to use his skills in helping others.

D. Points at which the child is ready to develop religiously.

- 1) When opportunity is given for such experiences, under wise guidance, as will use his past experience and the past experience of the race to solve his problems and to reorganize his life in terms of achieving the greatest good for himself and his group.



- 2) When Jesus is so presented as to receive his supreme allegiance.

The Closely Graded Lessons Course 6 agree with the authorities named concerning certain points in the development of the eleven-year-old. They agree that his intellectual curiosity should be satisfied. Such units of study are provided that his questions concerning God, Jesus, the Bible and the Church may be satisfied. An effort is made to help him to develop inner controls. Many opportunities are provided for thinking, planning and discussion in the group. Committees function in research projects, records and reports are made, and plans put in action. After a project the group evaluates their experience. His loyalty is appealed to through a vision of those who have been loyal to ideals in the past, and through the lives of those who seek to guide him now. Imitation becomes "hero-worship" and he may be led to give his supreme allegiance to Jesus and seek to carry on the work which Jesus began.

Attention should be given to additional points. In the Closely Graded Lessons there should be more emphasis on the rapid and uneven growth of some eleven-year-olds, and some problems which it may raise. In Unit 2 "World Carols that Make Christmas Beautiful" materials are used which are apt to be too familiar to the child. Lack of interest may result when work is too familiar and too easy. Very splen-



did creative activities have been suggested for use in the development of the child. Many of these activities have been relegated for use only if there is an "additional session" or an "expanded session". The Eleven needs a program which is interesting, varied, one which meets his needs. The matter of guidance should remain paramount.





## B. CONCLUSIONS

Through an analysis of the Closely Graded Lessons of the Methodist Church, for the Childrens' Division in the light of the laws of growth, the following conclusions have been reached:

1) Learning arises out of experience as "meaning" and re-enters experience as insights and controls. In the past the "story-telling" method has too generally been emphasized with primaries; more emphasis is needed on the importance of experience in the religious development of the child. In the Closely Graded Lessons for Junior 2 and 3, greater emphasis is needed on the teacher's use of varied and interesting methods. The perfected skills of the pupil should be used in Christian living. All interesting projects should not be relegated to "additional" and "expanded" sessions.

2) All teaching should be child-centered. The Closely Graded Lessons neglect to deal with the moral problems of the Nine and Ten with the same specificity of analysis as do Gesell and Ilg. One unit of study, "Learning to Choose" which may be used to help Nine establish standards in keeping with Christian ideals is placed last in a series to be studied during the summer when many church schools are not in session. This is true in the



course of study for the ten-year-old also. The Closely Graded Lessons and some religious educators suggest that personal problems should be handled indirectly by the teacher. If such problems as lying and stealing are to be left to the guidance of the adult leader, more emphasis is needed at this point!

3) Religious development is gradual. The Closely Graded Lessons are not in agreement with Gesell and Ilg that the kindergartner has neither a sense of good and bad, nor can he differentiate right from wrong. The Closely Graded Lessons do agree with selected educators that the child has a capacity for trust and wonder and may come to know God through persons who are growing in their understanding of God. Moreover God may be associated with the kindergartner's everyday experiences.

The Closely Graded Lessons are in agreement with the authorities quoted that in conduct problems of later childhood the change from authority to inner controls is accomplished through study and research which satisfies the child's curiosity, through reflective thinking; through use of reports and discussions; through creative activities which make use his skills in Christian living; and by the choices which he is led to make. Jesus may be so presented to the eleven-year-old as to receive his supreme allegiance.





4) The use of the Bible by the Closely Graded Lessons is essentially sound. For the kindergartner the Bible is a book which tells interesting stories about God and about Jesus who was His helper. A few stories may be used from the New Testament, especially from the Gospels. Only those pictures of God in the Old Testament that show him as loving and caring should be told to young children. There are no Old Testament stories that are so simple and close to modern daily life that they are of great value for this age group. The Closely Graded Lessons do use a few Old Testament stories. Undesirable parts of these stories have been deleted, and they are used not just to satisfy the demand for "Bible stories", but are included to meet definite goals. Their use is permissible. Primary children hear stories from the Bible about Jesus. Emphasis is placed upon his teachings about God, concerning his attitude toward people, and what he thought was important. A study of backgrounds is important. Verses from the Psalms may be used in Worship. The Junior studies the life of Jesus as a whole. There are stories from the Bible which help him to find answers to his realistic questions about God, about Jesus, about the church and about the Bible itself; stories which help the Junior as he seeks to work out the answers to his own problems. In Unit 6, part 2, "World Carols that Make Christmas Beautiful", materials





are used which are apt to be too familiar to the child; lack of interest may result when work is too familiar and too easy.

5) Physical growth is a potent influence in the religious development of the child. Adults should be aware of the times of stress in the lives of growing boys and girls. More emphasis is needed in the Closely Graded Lessons on the physical aspect of growth. There should be more information in the Closely Graded Lessons concerning the physical limitations, the emotional instability and the need of the six-year-old for a sense of security in his new environment. The Lessons fail to consider that because of Nine's self-motivation and persistence in perfection of skills he is apt to overdo. Care should be taken that he is not over placed in regard to his work. Also more attention should be given to the rapid uneven growth of some eleven-year-olds, and to the problems which it may raise.

6) The Closely Graded Lessons are in agreement with the authorities quoted, that in order to develop religiously the child needs experiences with other people. The kindergartner is in need of other children with whom to play. The Six develops best in the small group where there is freedom of action. Because Seven is aware not only of himself, but of others, he is ready to develop when



provision is made for him to have experiences in the loosely organized group. Eight is in need of such experiences with others that he feels an added sense of prestige, status and responsibility. Nine enjoys creative experiences with a special friend, as well as with a small group of friends of approximately the same age and the same sex. Such opportunities should be provided for the ten-year-old in the group that his critical capacity is used in the forming of socialized attitudes that lead to an understanding and appreciation of others, and a desire to use his skills in helping others. Eleven plays, works and thinks with the group. He needs a sense of belonging to the group, of contributing to the group. He may even reorganize his life in terms of achieving the greatest good for himself and his group.

7) The matter of wise and understanding guidance is of paramount necessity in the development of the child. Both the Closely Graded Lessons and other authorities named recognize this fact.

8) The Methodist Closely Graded Lessons For Children are written in the light of the laws of growth. Sometimes there are differences between the interpretation by selected authorities and the Closely Graded Lessons concerning the application of the laws of learning. Where such



difference exists it is rarely ever without the recognition of the Closely Graded Lessons.





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AN ANALYSIS OF THE CLOSELY  
GRADED LESSONS FOR CHILDREN IN  
THE LIGHT OF THE LAWS OF GROWTH

ABSTRACT OF A DISSERTATION

Submitted in partial fulfilment of the requirements for the  
degree of Doctor of Philosophy

BOSTON UNIVERSITY GRADUATE SCHOOL

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1949



Religious Educators and other people interested in the subject of Religious Education have been concerned that the several million children in the educational program of the Methodist Church be given the best in curriculum, methods and materials. Therefore it is important to test with careful scrutiny whether the curriculum, methods and materials fulfill the ideals of sound educational theory and to what extent they deviate from such norms if deviation should prove to be the case. It is also significant to determine whether the avowed educational ideals of the Graded Lessons are implemented by the types of materials and methods consistent with these ideals. If the Closely Graded Lessons are found to be adequate in these respects, then teachers may use the lessons with renewed confidence that they are guiding children in experiences commensurate with their stage of maturity and their readiness to learn.

The problem of this dissertation is to analyze the Methodist Closely Graded Lessons for Kindergarten, Primary and Junior Children of ages 4 to 11 years in the light of the laws of growth: 1) Law of Readiness, 2) Law of Exercise with a Purpose and 3) Law of Effect. The Law of Readiness considers whether the child has attained a state of maturity such that he is able to act in a certain way. For example the motor control of the eyes precedes that of the fingers; head balance precedes body balance; palmar prehen-



sion precedes digital prehension; voluntary grasp precedes voluntary release. Banging comes before poking; vertical and horizontal hand movements before circular and oblique; crawling before creeping; creeping before upright walking; gestures before words; jargon before speech; solitary play before social. The task of the adult is to understand the child, to comprehend the limitations and the configurations of his individuality. Thus there should be kindness and tolerance for the "faults" of children are the symptoms of immaturity.

Exercise with a purpose is the second law of growth. Growth is not produced by mere repetition. For instance in throwing a ball the six-year-old learns to hit his objective mostly by missing it. At first he throws awkwardly but by continuous endeavor he improves. Through six years of seeing his eyes have learned to judge distances much better than in infancy. He feels himself into the muscle-eye coordination. Others cannot "feel" for him although they may give helpful suggestions. He must do his own eye-growing and eye-learning. This learning rises out of experience in trial, error and success as meaning and through experience it is retained and controlled.

On the higher levels of exercise with a purpose there occurs a delay between the stimulus and response made by the





person. This delay is filled with consciousness, reflective thought, the criticism of ends and means, evaluation, deliberate choice and the exercise of a determining will. It is purposive behavior; it is in this field that the re-making of human nature is possible. The objective of religious education is to vitalize with Christlike ideals and purposes those persons whose behavior is brought under the control of religious instruction. The only instruments that will serve at this level of creative experience are choice and purpose.

The Law of Effect is based upon the satisfaction or dissatisfaction accompanying or following the response to a situation. Satisfaction is more than a simple feeling attached or added to a particular act. It is an integral aspect of a process which may involve joy in movement, perception of an objective and skillful attainment of that objective. Any individual who chooses an objective appropriate to his abilities and who is provided with suitable conditions of protection and encouragement, as well as with tools and materials, learns much through his own efforts. Furthermore he experiences satisfaction in the process. Such satisfaction is heightened through success in an attempt, the approval of others and the understanding of the goal or purpose. It need not be immediate if the child un-



derstands the goal and if he faces his problem with understanding adults who share the quest with him.

In this study the perspectives of Arnold Gesell, selected psychologists, and religious educators are examined to discover at what points they agree or disagree concerning the development of the child and his learning readiness at a certain age level. Consequently it is necessary to include a comparative study of the books and articles of those mentioned to prove the value of and the deficiencies in the Closely Graded Lessons. Gesell and Ilg follow the biographic-clinical approach. For objective analysis of behavior patterns of the child they have used the Yale Films. The psychologists and religious educators whose works have been studied, are well known; the selectivity of their writings is based on each individual author's contribution and reputation in his or her specialized field. This dissertation is limited in that The Closely Graded teacher's textbook of the Kindergarten and Primary groups has been considered for one quarter of each year only. Textbooks for Juniors include the study of the entire year. The analytical and comparative methods are used for this research in religious education. Each age group is analyzed according to the physical, mental, social and religious development of the child. The scientific data of Gesell and Ilg is used



as the norm; a statement is made concerning the readiness of the child to develop; the viewpoints of selected psychologists, religious educators and of the Closely Graded Lessons are compared in order to determine wherein they agree or disagree.

The following conclusions were reached: 1) Learning arises out of experience as "meaning" and re-enters experience as insight and control. In the past the "story-telling" method has been emphasized too generally with primaries; more emphasis is needed on the importance of experience in the religious development of the child. In the Lessons for Junior 2 and 3, greater stress is necessary on the teacher's use of varied and interesting methods. The perfected skills of the Junior should be exemplified in Christian living. All interesting projects should not be relegated to "additional" and "expanded" sessions.

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3) Religious development is gradual. The Closely Graded Lessons are not in agreement with Gesell and Ilg that the kindergartner has no sense of good and bad, nor ability to differentiate right from wrong. The Lessons do agree with selected educators that the child has a capacity for trust, for wonder, and may come to know God through persons who are growing in their understanding of God. Moreover God may be associated with the kindergartner's everyday experiences. The Closely Graded Lessons are in agreement with the authorities quoted that in conduct problems of later childhood the change from authority to inner controls is accomplished through study and research which satisfies the child's curiosity, through reflective thinking, through the use of reports and discussions, through creative activities which make use of his skills in Christian living, and by the choices which he is led to make. Jesus may be so presented to the eleven-year-old as to receive his supreme allegiance.

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5) Physical Growth is a potent influence in the religious development of the child. Adults should be



aware of times of stress in the lives of growing boys and girls. More emphasis is needed in the Closely Graded Lessons on the physical aspect of growth. There should be added information in the Lessons concerning physical limitations, emotional instability and the need of the Six for a sense of security. The Lessons fail to consider that because of Nine's self-motivation and persistence in perfection of skills he is apt to overdo and may be over placed in regard to his work. More attention should be given to the rapid and uneven growth of eleven-year-olds, and to the problems which arise therefrom.

6) The Closely Graded Lessons are in agreement with the authorities quoted that in order to develop religiously the child needs experiences with children of his own age and with understanding adults. The matter of wise and understanding guidance is of paramount importance in the development of the child.

7) The Methodist Closely Graded Lessons for children are written in the light of the laws of growth. Sometimes there may be a divergence from the interpretation of the selected authorities; however, where there is divergence, it is generally acknowledged.







## Autobiography



Miss Mary E. Anderson was born in East St. Louis, Illinois, but reared in Kansas. She is the daughter of Milton and Annie May Anderson, (both deceased).

She graduated from Baker University, Baldwin City, Kansas, with an A.B. degree in 1934. She also received a Master's degree in History from Teacher's College, Columbia University, New York City, in 1943.

Miss Anderson did other graduate work at Union Theological Seminary, New York City, Garrett Biblical Institute, Evanston, Illinois, and University of Chicago, Chicago, Illinois.

She has held religious educational positions at Jacksonville, Florida, Enterprise, Florida, New York City, Birmingham, Michigan, Atlanta, Georgia and is now director of religious education at Wesley Church, Worcester, Massachusetts.























Date 1900





